ENGLISH GRAMMAR AND COMPOSITION

Dakhil Classes Nine and Ten

National Curriculum and Textbook Board, Bangladesh

Preface

The importance of formal education is diversified. The prime goal of modern education is not to impart knowledge only but to build a prosperous nation by developing skilled human resources. At the same time, education is the best means of creating a society free from superstitions and adheres to science and facts. To stand as a developed nation in the science and technology-driven world of the 21st century, we need to ensure quality education. A well-planned education is essential for enabling our new generation to face the challenges of the age and to motivate them with the strength of patriotism, values, and ethics. In this context, the government is determined to ensure education according to the demand of the age.

Education is the backbone of a nation and a curriculum provides the essence of formal education. Again, the most important tool for implementing a curriculum is the textbook. The National Curriculum 2012 has been adopted to achieve the goals of the National Education Policy 2010. In light of this, the National Curriculum and Textbook Board (NCTB) has been persistently working on developing, printing, and distributing quality textbooks. This organization also reviews and revises the curriculum, textbook, and assessment methods according to needs and realities.

Secondary education is a vital stage in our education system. This textbook is catered to the age, aptitude, and endless inquisitiveness of the students at this level, as well as to achieve the aims and objectives of the curriculum. It is believed that the book written and meticulously edited by experienced and skilled teachers and experts will be conducive to a joyful experience for the students. It is hoped that the book will play a significant role in promoting creative and aesthetic spirits among students along with subject knowledge and skills.

Communicative grammar is a comparatively new trend in the field of English language teaching. The main difference between conventional and communicative grammar is characterized by the teaching and learning approaches. The traditional grammar book explains the rules and focuses on usage while communicative grammar presents items in contexts and creates opportunities to use the language accurately as well as fluently. Thus, communicative grammar promotes accuracy alongside fluency and helps develop language acquisition. Again, the 'composition part' in the book introduces the process approach so that the students can express and organize ideas in writing without memorizing various genres of writing in English. It is hoped that the English Grammar and Composition books for grades VI and X will develop students' grammatical competence and writing skills.

It may be mentioned here that due to the changing situation in 2024 and as per the needs the textbook has been reviewed and revised for the academic year 2025. Meticulous attention has been paid to the textbook to make it more learner-friendly and error-free. However, any suggestions for further improvement of this book will be appreciated.

Finally, I would like to thank all those who have contributed to the book as writers, editors, reviewers, illustrators, and graphic designers.

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Prof. Dr. A K M Reazul Hassan
Chairman
National Curriculum & Textbook Board, Bangladesh

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Part -1
GRAMMAR

01 The Noun 1/1: Kinds of Nouns

A Read the following passage and notice the underlined words:

Shakespeare was born in 1564 at Stratford-upon-Avon in England. He was a poet, playwright and actor. He is widely regarded as one of the greatest writer in English and the most prominent dramatist of the world. He enjoys enormous popularity even in the modern age for his plays and poems.

These are all nouns. The noun is a naming word. It may name a person, place or thing. There is a bewildering variety of things in the world. So there is a bewildering number of nouns in a language.

Look back at the nouns in the passage above and think what they name.

There are five kinds of nouns in English. They are:

1. Proper nouns
2. Common nouns
3. Collective nouns
4. Material nouns
5. Abstract nouns

Activity 1 **Notice the underlined words in the following passage and say what they refer to:**

Rajshahi is a divisional city in Bangladesh. It is in the western part of the country. It stands on the river Padma. My friend Alamgir lives in this city. He is a professor of History. I often visit him and discuss many things with him. He speaks good English.

These are all **proper nouns**. A proper noun is the name of a particular person, place or thing. For example, "Rajshahi" is the name of a particular city and "History" is the name of a particular subject. Think of the other proper nouns in the passage. A proper noun usually begins with a capital letter. A proper noun is usually singular but some proper nouns are plural in form.

For example:

The Maldives is an island country.

Have you ever been to **the Philippines?**

The United Nations has a big responsibility.

Note: Although these nouns are plural in form, they take a singular verb with them.

Activity 2 **Notice the underlined words in the following passage:**

Nasima is a beautiful girl. She is a bright student too. She reads in a local college. She has many friends. She discusses her lessons with them. She attends classes regularly. Every teacher is fond of her.

These are **common nouns**. A common noun refers to every person, place or thing of the same class or kind. It does not refer to anything in particular. For example, the noun 'girl' may mean any girl in the world. A common noun can be both singular and plural. For example:

London is a big **city.**

There are many big **cities** in the world.

Note: A proper noun can be used as a common noun. Look at the following examples:

He is called the **Shakespeare** (= the greatest dramatist) of Bangladesh.

There are two **Raghibs** in this class.

B Look at the underlined nouns in the following passage:

Salam comes of a big family. He has three brothers. His elder brother is a member of Parliament. His younger brother has recently joined the army. His other brother is a cricketer who plays for the national team. Salam himself is a Civil Servant who works for the government.

These are **collective nouns**. A collective noun is the name of a collection or group of people or things taken together. For example, an army is a group of soldiers and a team is a group of players. Think of the other nouns in the passage as a group of persons spoken of as one whole. A collective noun can take both singular and plural verbs after it. For example:

The government **has/have** decided on a new pay scale.

The committee **was/were** in favour of my proposal.

C Read the following passage and notice the underlined nouns:

Mrs. Rahman is now visiting a jeweller. She will buy some gold and silver to make some jewellery. Next, she will also go to a grocery shop. She needs to buy sugar, tea, milk and oil.

These are **material nouns.** A material noun names a thing that has weight but cannot be counted. It is a kind of mass noun which is considered uncountable. It refers to any material or substance. The substance may be solid, liquid or gaseous. "Oxygen" is also a material noun.

D Look at the underlined nouns in the following passage:

Mr. Haque was a freedom fighter. He is known for his bravery. He is working for a private company now. Everybody loves him for his honesty and sincerity. He is an admirer of freedom and justice.

These are **abstract nouns.** An abstract noun is the name of a quality, state or concept. It has no material form, shape or size.

Activity 3 **Think of some other abstract nouns and make a sentence with each of them.**

Activity 4 **Identify the nouns in the following passage, and say whether they are Proper, Common, Collective, Material or Abstract nouns.**

Hasan is a rich farmer who lives in a village in the district of Sirajganj. He has a lot of cultivable land. He grows rice, wheat and other crops. He has a herd of cattle and other domestic animals. They provide him with milk and meat. Hasan is a kind man. He has love and sympathy for the poor class of people.

1/2: Number

A Read the following two passages and notice the forms of the underlined nouns:

(i) Mr. Aslam is a teacher. His wife is a banker. They have only one child. Theirs is a small family. They live a happy life.

(ii) Mr. and Mrs. Hasan are teachers. They have two children. Both of them are students. All the four members of this family are fond of books.

In the first passage each of the underlined nouns denotes only one person or thing. On the other hand, each underlined noun in the second passage denotes **more than one** person or thing.

This is related to **number**. A noun that denotes one person or thing is said to have a **singular** form. For example, the nouns in the first passage (teacher, banker, child, family and life) are all singular in form. On the contrary, a noun that denotes more than one person or thing is said to have a **plural** form. For example, all the nouns in the second passage (teachers, children, students, members and books) are plural in form.

Number is a grammatical distinction which tells whether a noun (also a pronoun, verb or determiner) is singular or plural. There are two **numbers** in English — the **Singular** and the **Plural.**

B Plurals are usually formed by adding *s*, *es* or *ies* to the singular form. Look at the following examples.

(i) **Singular + s = plural**

boy — boys
girl — girls
dog — dogs
page — pages
monkey — monkeys

Note: Most nouns are made plural by adding an s to the singular form.

(ii) **Singular + es = plural**

bus — buses
kiss — kisses
dish — dishes
watch — watches
box — boxes

Note: Plurals are formed by adding **es** when the singular form ends in **s, ss, sh, ch** and **x.**

(iii) **Singular + ies = plural**

baby — babies
lady — ladies
story — stories
duty — duties
fly — flies

Note: Singular nouns ending in a consonant + y form their plurals by dropping **y** and adding **ies**.

C Plural forms of nouns can also be made in other ways. Notice the following examples:

(i) Singular nouns ending in **f/fe** form their plurals by dropping **f/fe** and adding **ves:**

calf — calves

wife	wives
knife	knives

Now write the plural forms of the following nouns:

thief	____________
leaf	____________
wolf	____________
shelf	____________
life	____________

(ii) Plurals are often formed by making an internal change of vowels:

foot	feet
tooth	teeth
man	men

Now fill in the following blanks with plurals:

goose	____________
mouse	____________
woman	____________
louse	____________

(iii) Look at the plurals of some compound words

boy-friend	boy-friends
take-off	take-offs
step-son	step-sons
passer-by	passers-by
looker-on	lookers-on
runner-up	runners-up
father-in-law	fathers-in-law
man-of-war	men-of-war

(iv) Nouns ending in **is** have **es** in the plural:

thesis	theses
crisis	crises
basis	bases
diagnosis	diagnoses
synopsis	synopses

D Number is applicable not only for nouns but also for pronouns, verbs and determiners. Read the following passage and notice the underlined words:

Karim is a student of class nine. He is my friend. We go to school together by rickshaw. We always share our rickshaw fare. In his free time he loves to play badminton while I love to watch movies.

In this passage 'he' and 'we' are pronouns, 'reads', 'is', 'go' and 'share' are verbs, and 'my' and 'our' are determiners. You can easily guess which of these words are singular and which are plural. Remember, whether a verb is singular or plural is determined by its subject. A singular subject takes a singular verb and a plural subject takes a plural verb.

Activity 1 **Now fill in the gaps in the following sentences:**

We have a pet that ________ in our house. We ________ all very fond of it. My mother ________ care of it. It________ to eat fish and milk. It________us by killing

Activity 2 **Rewrite the following passage changing the singular words into their plural forms:**

As you are my friend, you can borrow this book from me. But you should return it within a week. You should not tell a lie to me. I hate a liar. I also hate a person who breaks a promise.

1/3: Gender

A Gender is a distinction which shows whether a noun or pronoun is male or female. It is related to the sex of living beings. Read the following passage and say what gender the underlined words refer to.

All the teachers were invited to the party. Their spouses and children were also invited. But Mr. Rahman could not attend the party, because his wife was ill. As his son and daughter were away from home, there was nobody else in the house to look after her.

B There are four genders in English. They are:

1. Masculine gender
2. Feminine gender
3. Common gender
4. Neuter gender

Activity 1 **Now fill in the gaps in the following sentences to understand what each gender denotes.**

The masculine gender denotes a ---- person or animal.

The feminine gender refers to a ---- person or animal.

The common gender refers to both ----- and ------ persons/animals.

The neuter gender denotes a thing which is neither----- nor------.

Activity 2 **Here are some nouns. Say what gender they denote.**

man	woman	student	camera
uncle	aunt	doctor	flower
brother	sister	sibling	pen
lion	lioness	professor	table
god	goddess	minister	book
policeman	policewoman	policeperson	dress
gander	goose	bird	bed

host	hostess	guest	pillow
prince	princess	principal	office

Activity 3 **Read the following masculine nouns and match them with their feminine forms.**

Masculine	Feminine
actor	cow
count	hen
duke	bitch
priest	duck
salesman	mare
bull/ox	lady
cock	hind
dog	vixen
drake	niece
horse	actress
lord	countess
stag	duchess
fox	priestess
nephew	saleswoman

Activity 4 **Genders also refer to pronouns. Correct the mistakes of pronouns in the following passage :**

My father is a poet. She has written a lot of poems. Her poems are very good to read. My mother, however, does not read these poems. He is always busy doing his own work. His indifference to her poetry is painful.

1/4: Possessives and Appositives

A Read the following passage and notice the underlined words:

This is Salma's school. This is a girls' school. Her elder sister's husband is the founder of this school. It is one of the best schools in Rajshahi. Will you go to the Headmistress's chamber and talk to her about your daughter's admission?

These are all **possessive** forms of nouns. The possessive case is a grammatical phenomenon which indicates relationship or ownership.

Note: The possessive case is formed in mainly two ways:

(i) When the noun is singular, its possessive form will be **noun + 's:**

For example:

Della's hair is very long.

This is **Nazma's** bag.

However, in some possessives the letter s is omitted in order to avoid a hissing sound.

For example

I have done it for **conscience'** sake.

You should sacrifice it for **goodness'** sake.

(ii) When the noun is plural and ends in **s**, the possessive case is formed by adding only an apostrophe and no s after it

For example

She reads in a **girls'** school

Horses' tails are short

But other plurals take (apostrophe + s) in their possessive forms:

For example:

These are **children's** books.

This is a **women's** club

Activity 1 **Correct the following sentences using the possessive forms of the nouns in bold:**

(i) **Nazrul** father is seriously ill. He is now at **death** door. His recovery at this stage completely depends on **Fortune** favour.

(ii) Mr. Haque is ill. He is on three **days** casual leave. In case of emergency, he can apply for one **month** medical leave.

(iii) Yesterday I visited **Mr. Islam** and **Mr. Kabir** families. But I could not visit **Mr. Rahim and Mrs. Rahim** family

B **Here are some more examples of the possessive forms of nouns:**

Bangladesh's foreign policy is admirable.

We must obey **Nature's** laws.

He was at his **wit's** end.

I ate to my **heart's** content.

Everything is at my **fingers'** ends.

He has lost a **pound's** weight.

Everything depends on **heaven's** will

His house is only at a **stone's** throw from mine

It is not your **money's** worth

It is a **day's** journey from here to Dhaka

C Nouns in Apposition :

Apposition means "placing near". It is a grammatical arrangement in which two words referring to the same person or thing are placed side by side in a sentence.

Read the following passage and notice the underlined words.

Mr Rahman, our Headmaster, is a very nice man. My friend, Nazrul and I saw him yesterday. He discussed many things with both of us. He also talked about his childhood days. We also met his wife, Mrs Salma Begum. She is our English teacher. We like both of them.

In the first sentence, **Rahman** and **Headmaster** refer to the same person. The noun "Headmaster" follows the noun "Rahman" simply to mean which Rahman is referred to. Here the second noun "Headmaster" is said to be in apposition to the first noun "Rahman".

Similar is the case with "Nazrul" in the second sentence. It is in apposition to the first noun "friend". The second noun in such a situation is also called an **appositive.**

Activity 2 **Find out the other appositive in the passage:**

Activity 3 **Read the following passage and identify the appositives in it:**

We, the students of class nine, are going to publish a magazine. Kazal, the first boy of our class, will be the chief editor of the magazine. Mr Rafiq, our class teacher, is our chief adviser. We believe that many students will write for the magazine.

02 Pronouns and Possessives

Subject and object pronouns; possessive adjectives, possessive pronouns, reflexive pronouns

A **Read the following sentences:**

Subject and object pronouns

- Who is **she**?
- I don't know her. Sorry.
- I know her.

  She lives near my place.

  She is Meghna.

Possessives and pronouns

This is **my** bag. Where is **yours**?

- Here is **mine**. And this is **Uttom's**.
- But I don't see **our** passports.

  This is **my** passport. Is it **your** passport?

  Oh, yes. Thank you.

Grammar point:

Look at the following grid:

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
I	me	my	mine
you	you	your	yours

he/she/it	him/her/it	his/her/its	his/her/its
we	us	our	ours
they	them	their	theirs

1. When we use a pronoun as the subject of a verb in a sentence it is called a **subject pronoun.**

   Example:

   I was travelling to Savar. On the way suddenly the bus stopped and remained non-moving. I called on the guide of the bus and asked him the reason. **He** (= the guide of the bus) told me that the tire of the bus got punctured.

2. When we use a pronoun as the object of a verb in a sentence, we call that an object pronoun.

   Example

   Rajon is our class captain for this month. I don't like **him** (=Rajon) that much.

Use

We use a **possessive adjective** to talk about

<u>Things that we own</u>

What are you carrying?

This is **my** passport

<u>Family members and friends</u>

My brother lives in Indonesia. He is a Micro Biologist there.

<u>Things that are connected to us</u>

At **my** school, we learn science subjects through learning by doing. It helps us a lot to understand the theories.

We use a **possessive pronoun** to talk about

Something that belongs to us or is connected with us, without repeating the noun

Example:

The navy blue T shirt is **mine** (=my T shirt). Don't take that one please.

We also use a possessive pronoun when we know which thing we are referring to.

Example:

My laptop is six months old. How old is **yours** (=your laptop)?

Activity 1

Complete the description of a job by putting in the correct subject or object pronouns.

I work in a restaurant. Three other people work with __________ here. They are Jibon, Sathi, and Bokul. __________ all are good friends. Jibon is a good singer. __________ always sings and works. I'm a fan of __________ singing. Sathi is a little senior to __________. __________ is a bit serious in everything. If __________ make any mistake, __________ scolds __________, but __________ loves __________ a lot too. I don't know __________ passion. Bokul is of __________ age. Everyone loves Bokul because of __________ pleasing personality. Bokul's special quality is __________ is never angry with anyone. Our manager doesn't like __________ friendship. She keeps an eye on __________ always. __________ enjoy __________ anxiety.

Activity 2 Two friends are talking about their exam preparation. Complete their conversation by putting in the correct possessive adjectives and possessive pronouns.

Kalyani: Hi dear! (1) __________ look tired – you are working very hard

Gitanjali: To be honest, (2) ___________ preparation is not very satisfactory. Mom got seriously ill last month. (3)___________ illness killed some of the valuable time. How about (4) ___________ ?

Kalyani: Hmmm ... not bad though. (5) ___________ brother has come home on vacation. (6)___________ guidance has helped me a lot.

Gitanjali: My situation is also like (7) ___________ . My mom and my sister are helping to pull. As a result of (8)___________ collective efforts I'm improving. Yet it's not that easy once you have a gap in study.

Kalyani: That's true. By the way, this is really a good park. Very neat and clean!

Gitanjali: Oh yes, we take care of this park. We don't depend on the local municipality. In fact, it is (9)___________ and so we keep it tidy.

Kalyani: Great! You know we have a small organization working on environment. From (10)___________ organization we went to other parts of the city. We tried to convince those people that (11)___________ parks are (12)___________ . Yet the result is not always impressive.

Gitanjali: When all start thinking 'It is (13) ___________', maybe the situation will improve.

Activity 3 **Mr Tarafder is recalling his lost days. Read the text and decide if the underlined words are correct or incorrect. Put a tick mark if they are correct and write the correct words if they are incorrect. The first one is done for you.**

0 My brother and I were born in Kurigram. ~~Ours~~ Our birthday was in October

1. It was many years ago and there was no electricity in our .... locality.
2. There was no fan at ours .... home. During the summer we suffered a lot.
3. When we started going to the secondary school, our .... father bought two bicycles for us.
4. My .... was black and his .... was green.
5. Mine .... friend was Hitesh. Theirs .... house was in a better part of the town.
6. We went to their .... house frequently by our .... bicycle.
7. Hitesh had a pet dog. It .... colour was black and it was very naughty.
8. Whenever we entered theirs .... house it not only used to bark but also chased ours ....
9. Yet I had special fascination for them .... house. To be honest I liked Hitesh's younger sister.
10. Once I sent her a letter in a book and she showed it to Hitesh. The book was her ....
11. Later Hitesh asked we .... not to go to theirs .... house anymore. We .... were upset.

Activity 4 **Some friends are travelling by bus. Complete their conversation by putting in the correct possessive adjectives and possessive pronouns.**

Rahim: Mahfuj, are you at the right place? This is my seat – B3.

Mahfuj: Really! Let me check. Hmmm ... No, it's not. Look at .... ticket. It's .... Can I see .... ticket? Look, its D3. I mean .... seat is D3.

Rahim Oops Oh yes, sorry You are right. Anyway, where should we put . . bags – in the bunker or in the box?

Mahfuj I'll put . under my seat. Since . is a heavier one, you can put it in the box Do you know where Mokh es and Pritish are sitting?

Rahim They are at the back.

Mahfuj What are seat numbers?

Rahim .... are G1 and G2

Read the following sentences:

After we had completed our exams, we organized a party **ourselves.**

The party was rea ly great prepared **myself** for the party

Sujata and Ranju sang in the party but they didn't like **each other**

These are some examples of reflexive pronouns Now see how reflexive pronoun are formed.

Subject pronouns	**Reflexive pronouns**
I	myself
you (singular)	yourself
he/she/it	himself/herself/itself
we	ourselves
you (plural)	yourselves
they	themselves

Use

1 We use reflexive pronouns with certain verbs:

bu d , cook, do, enjoy hurt, paint, teach, make, organize

2 We usually use reflexive pronouns in the following patterns

Subject + verb + reflexive pronoun (*The party was really great I prepared **myself** for the party.*)

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OR

Subject + verb + object + reflexive pronoun (as in *After we had completed our exams, we organized a party **ourselves**.*)

We use reflexive pronouns immediately after the verb to talk about actions or experiences that only affect the subject and none else

Don't touch the rod You'll hurt yourself. (It'll hurt none but you)

We use reflexive pronouns to mean that the activity has been done by no other person than the subject.

She made the ice cream herself (Nobody else made it)

We use 'each other' to mean that the same action has been done by both the persons.

Joyita and Jalal love each other (Jayita loves Jalal and Jalal loves Jayita.)

Activity 5

Read the address made by the chief guest at a programme. Complete the text by adding reflexive pronouns in the gaps. The first one is done for you.

I'm very glad to know that the students of this school have arranged this science fair themselves It's really a classic example of students' creativity and hard work This programme reminds me of my school days Then many times we did similar programmes .... It is good to know that Nasreen has innovated .... how to recycle banana skins to meet nutrition deficiency I'm further glad to see Jinia's work I congratulate the organizers of the programme as well You endeavoured to raise fund for the programmes .... And I cannot but give a hand to you This is really a great school and I must say that this is a great programme to show how students can help the country and help .... for good causes.

Activity 6

Musabbir and Dilruba have just moved into a new house. Dilruba is showing their new home to their friend, Rafiq. Complete the conversation using reflexive pronouns and the words in the box.

finalise our plan	**did it**	**do the carpeting work**	**everything**	**do things**

Dilruba   Welcome to our new place.

Rafiq   Wow, everything looks so nice. Did you decorate the house yourself?

Dilruba   Yes, we designed ______________________ We didn't have enough money to pay for a home decorator

Rafiq   Was it really challenging for you?

Dilruba   Yes, it was It took long time to ______________ but we enjoyed

Rafiq   Guess, you didn't ______________________ as well.

Dilruba   Oh, no We engaged two carpenters But they did a good job, didn't they?

Rafiq   That showcase looks interesting Your carpenters are really geniuses!

Dilruba   Oh, that is a job of Musabbir He ______________ . This is his first innovation of this type.

Rafiq   Wow, I can't believe it I really appreciate people who __________. I'm no good at that.

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03 Adjectives

A Read the letter and follow the words in bold:

Dear John

Writing from my home. I'm in Bangladesh, finally. It's **late** December. The weather is **fantastic**. It's not at all **humid**. The temperature is **moderate** — in between 26-28 degree. Unlike England there is no rain, no **strong** wind here. Usually we have **strong** sun but now the sunlight

is very **soothing**. In fact, our winter begins from November and continues till February. January is the **coldest** month in Bangladesh. The **most interesting** feature of winter Bangladesh is – the country is full of **interesting** vegetables and **delicious** *pitha*, a kind of **handmade** cakes. **Many** foreigners like Bangladeshi winter as it is **milder** than the winter in **many** parts of the world such as England, Canada, or Russia.

You know, my father produces winter vegetables every year. I'm very fond of bottle gourds. This time the gourds are **bigger** and **nicer** than the previous years. Hope they will taste **more interesting** too. Well, I got to go now. Write to me soon.

Love

Rima

What are the words in bold doing?

All these words in bold are adjectives.

Some of them come before a noun and modify it, e.g. give extra information about it.

Some of the words are completing the sentences.

Thus **adjectives** work either as *noun modifiers* or as *complements* (that completes) of a sentence.

Adjectives have three forms.

Positive — use of adjectives without comparing

e.g. The temperature is **moderate.**

Comparative — use of adjectives to compare two things or persons

e.g. This time the gourds are **bigger** and **nicer** than the previous years

Superlative — use of adjectives to show the best or worst (comparison between many)

e.g. January is the **coldest** month in Bangladesh.

Grammar Rules

We form comparative and superlative adjectives in this way

short adjectives with one syllable

1 **for comparative** By adding –er

mild milder

for superlative By adding -est

mild milder mildest

short adjectives ending with one vowel and one consonant

2 **for comparative:** by doubling the consonant and adding –er

big bigger

for superlative: by doubling the consonant and adding –est

big bigger biggest

short adjectives ending with e

3 **for comparative:** By adding –r for comparative

nice nicer

for superlative: By adding -st for superlative

nice nicer nicest

Long adjectives with two or more syllables

4 **for comparative** by adding **more** with the adjectives

interesting more interesting

for superlative: by adding **most** with the adjectives

interesting more interesting most interesting

adjectives ending with y

5 **for comparative:** by changing y to –ier

dirty dirtier

for superlative: by changing y to –iest

dirty dirtier dirtiest

6 There are some adjectives that do not follow any rule We call them irregular adjectives We need to remember their other forms Such as

good better best

bad worse worst

far farther farthest

Use

We use comparative adjectives

- to tell about the differences between two or more things
- to give facts and opinions
- to compare and contrast

Activity 1 **Read the following dialogue and indicate which of the above rules the adjective is following in each sentence. The first one is done for you.**

: How was the food?

: That was the **costliest** food I had ever had Rule 5

But believe me, the food was really delicious

: How was the service?

: It was also very good. The service was **quicker** than the one we had last week. Perhaps this is why the price of the foods is much **higher** than the neighbouring restaurants. Rule ....

: Once I went to that restaurant. I liked the restaurant but the curry

was **thicker** than what I like. Rule ....

: Really! I think it was **lighter** than that in your uncle's restaurant

Rule ....

: Anyway, and how about the ice cream? Rule ....

: **Nicer** than what we are eating now. Rule ....

But don't you think the glasses are **bigger** here? Rule ....

I don't know. In fact to me the **most important** thing is the taste not

the quantity. Rule ....

Activity 2 **Trina is talking about his possessions. Fill in the blank spaces in the following sentences with comparative forms of adjectives in the brackets.**

a. My laptop is quite slow and I want a .... (smart) one.

b. My father bought this camera many years ago. This is an auto camera. I would like to buy a digital one but that is .... (expensive).

c. My bike is quite old. I want a .... (new) one.

d. My harmonium is okay but I want a .... (good) one.

e. My friends like my T-shirt. But next time when I go to Dhaka, I'll buy a .... (nice) one.

f. I won't ride my bike to go to your place because the road to your house is getting bad to ....(bad).

g. Our school has a students' association. They are doing well. Yet I want a .... (powerful) association for .... (good) benefit.

Activity 3 **Runi and Bony would like to go to the cinema. They are discussing which movie they should watch. Read the conversation and fill in the blank spaces using comparative adjectives. Use *than* where necessary.**

Runi: Let's go to watch *One Day at Bhola*. I think that will be ________________ (exciting) *The Forbidden Planet.*

Bony: Well it depends. *One Day at Bhola* is a romantic movie. *The Forbiden Planet* is a science fiction. Last year it was a hit film in the box office.

Runi: That's true. *The Forbidden Planet* is ________________(violent) whereas *One Day at Bhola* is ________________ (romantic). And you know I like romance and fun.

Bony: If you like fun, you can also see *The Evening*. Reviews say that *One Day at Bhola* is ________________ (funny).

Runi: ______________ (Good) is *The Thrifty Man*. I saw it and to be honest couldn't resist my laughter for a single moment

Activity 4 **Read the following sentences. Megha is giving information about his classmate Urmila. In the left hand column she is giving clues about what she wants to say. Write comparative sentences using them + an object pronoun or a possessive pronoun. The first one is done for you.**

1	I'm not very tall. She is.	**She is taller than me.**
2	She's good at English. I'm not	She is ____________________.
3	She has a big family. I don't.	She has ________________
4	Her house is beautiful. My house isn't	Her house is ____________.
5	She wears very colourful dresses. I don't.	Her clothes are ____________.
6	Her parents are young. My brothers aren't.	Her brothers are ________
7	She lives near the school. I don't	She lives ________________

Activity 5

Complete the following text about a comparison between the rural life and urban life. Use comparative forms of adjectives in brackets.

Many people say that those who live in the rural areas are ______________ (fortunate). They are ______________ (polluted) and ______________ (fresh) are. Their life is ______________ (relaxed) than that of the city people. Villages are also ______________ (green) than cities. Often cities are ______________ (dirty) than villages. But there are supporters of city life. They believe that city dwellers have ______________ (good) amenities than the rural people. It's true that city dwellers have

_________________ (much) freedom and social life but they have _________________ (great) facilities to enjoy. The houses and malls are _________________ (pretty) in the cities. Besides cities have _________________ (good) hospitals, schools, and restaurants. In fact, it depends on your choice – which one is _________________ (important) to you.

Activity 6

Bishu is talking to his friend Steve and comparing himself. Complete the rewritten comparisons using *as … as*. The first one is done for you.

1. Your pencil is new. My pencil isn't.
   My pencil isn't as new as yours.
2. Your school bag is expensive. My school bag isn't.
   ____
3. You work hard. I work hard too.
   ____
4. You are very smart. I'm not.
   ____
5. You are very intelligent. I'm not.
   ____
6. You are very brave. I'm brave too.
   ____
7. You can cook well. I can't.
   ____
8. My bike is very good. Your bike isn't.
   ____
9. You get many e-mails. I do not.
   ____
10. You are friendly. I'm friendly too.
    ____

Activity 7 **Take one phrase from each of the two columns to complete the following sentences. You can use each phrase only once.**

- as keen on going outside
- it's hotter in April
- more and more crowded
- more fun than
- less expensive
- one of the most famous
- tall as
- the
- was the best one
- our experience

- makes us a bit wiser
- better
- beaches in the world
- trains
- every year
- her sister
- his friends
- I've ever had
- than going to Kuakata
- than in February

a. Shapla isn't as ____________________

b. Going to Cox's Bazar on holidays is ____________________

c. Travelling by bus is ____________________

d. Hot tea? Good. The hotter ____________________

e. In Bangladesh ____________________

f. Last year's Pohela Boishakh celebration ____________________

g. Cox's Bazar has ____________________

h. Dipak isn't ____________________

i. The village side resorts are getting ____________________

j. Every year ____________________

Activity 8 **Read the advertisements. Answer the questions using the superlative forms of adjectives.**

A	B	C
2 bedroom, 2 baths, one large sitting room flat at Dhanmondi 1200 square feet. Fairly modern. 10 mins walking distance from Dhanmondi 27 Spacious rooms with balcony Sunny Modern fittings. 30,000/month	Sub-let for 1 cosy bedroom 500 square feet. bath and kitchen need small renovation work old building with trees and garden at down town Owner lives apart Bachelor only Girls preferred 15,000/month.	3 bedroom flat at Uttara. New building 1750 sft Very modern 15 mins walk from the nearest bus stop Family only Sunny and airy 20,000/month

Which flat is the...?

a. (small) Flat B is the smallest.

b. (sunny) ________________________________

c. (large) ________________________________

d. (near) the city centre __________________________

e. (modern) ________________________________

f. (noisy) ________________________________

g. (expensive) ______________________________

Activity 9 **Now write sentences using the opposite of the superlative adjectives you have written in activity 8.**

Flat C is the largest.

Activity 10

Complete the questions using the superlative forms of adjectives in the bracket and ask them to one of your classmates.

a What is best (good) place you have ever visited so far?

b Tell me about your ________________ (favourite) movie

c. What is your ________________ (exciting) experience in school?

d Who is ________________ (funny) student in your class?

e What is ________________ (horrible) experience in your life?

f What subject did you do ________________ (bad) in the last exam?

g Who among your friends is the ________________ (cold) with you?

h. Who according to you is the ________________ (happy) student in this class?

i Why do you consider your school ________________ (good) in this town?

Activity 11 **Catherin Masuda is talking about her job. Complete what she says, using the words in brackets in the correct comparative or superlative forms and patterns.**

This year my brother has changed his job. He says his new job is better than (good) the previous one. He is now working in the ________________ (big) and ________________ (successful) school in this area. His students are very happy with him. My brother is a maths teacher. Students say that he is the________________ (friendly) and cooperative teacher in the school. As a result, their performance is ________________ (bright) in maths nowadays. My brother is also very happy as he getting ________________ (high) salary.

To be honest, my brother is my icon. He always does the ________________ (good) for his students. He is the ________________ (high) professional person I have ever seen. I'm ________________ (fortunate) than many of my friends to have such a brother. I must say I'm happy to see my ________________(happy) brother

Activity 12 **Say or write five sentences comparing two members in your family. Use *comparative* adjective + than to tell or write about them.**

Activity 13 **Say or write down another five sentences comparing you with someone else using *as...as*.**

Activity 14 **Say or write five sentences about places or something else using the superlatives.**

04 Verbs and Tenses 4/1: Present Tense

You have already learned about verbs and tenses in your earlier classes. This unit focuses on some of the verb forms, especially tenses and modals that often cause confusion and difficulties for our students learning English.

The simple present

A Read the following text and then underline all the verbs in the simple present tense.

Mr. Selim Ahmed and his wife Laila Banu live in a small independent house in the suburb of Khulna town. They are in their mid-forties. Mr. Ahmed is a writer. Unlike his neighbours and friends, Mr Ahmed mostly stays and works at home. That is not to say that he works less and enjoys more free time than anybody else. He tries to follow a strict schedule and usually works for ten to twelve hours a day. Every day with the break of the dawn he sits down at his desk and starts writing on his computer. In the afternoons, he often helps his wife in her garden. Sometimes he goes for long walks in the countryside. But he always comes back before dusk.

Grammar point

Form: The simple present is formed by a main verb without an auxiliary:

I teach English at a college. She works in a bank.

Making a **question** in the simple present

When we make a question in the simple present with the verb **be,** we put the subject after the verb. *He is a writer.* *Is he a writer?*

With other verbs, we add the auxiliary do/does before the subject and the main verb (in the infinitive). *He teaches English.* *Does he teach English?*
They live in Khulna. *Do they live in Khulna?*

If we are using an auxiliary or modal (is, will, have, can, etc.) in a question, we put the subject after the auxiliary or modal:

He is reading. *Is he reading?*

He can swim well. *Can he swim well?*

Making a **negative**: To make the negative of **be,** we can add **not** or **n't** to the main verb. I am a teacher. I am not a teacher.

He is an artist. *He is not/isn't an artist.*

They are friends. *They are not/aren't friends.*

To make negatives of other verbs, we use *do not/does not* plus infinitive.

I play football. *I do not play football.*

He works in a bank. *He does not work in a bank.*

Use

We use **simple present** for:

-facts and descriptions.

Milk is white *I am a teacher* *She likes romantic movies.*

-situations we see as long term or permanent:

Tanim lives in Dhaka. *He works in a business firm*

-habits and repeated actions:

She takes the bus to work *She usually visits her parents on Fridays*

-schedules and time-tables:

The train leaves at 7 a.m tomorrow. *The exams start next week.*

-statements about the future after 'when' and 'if'

When/If I see her tomorrow, I'll tell her everything.

Note: When we use the simple present to talk about something which happens frequently or regularly, we often use a frequency adverb such as *often, always, usually, once a week, etc.*, e.g.

He always reads the newspaper in the morning.

She often cooks meals for her room-mate.

Activity 1 **Read the text in Presentation (A) again and find sentences with verbs in simple present that talk about:**

facts and description

situations not expected to change

repeated or frequent events

Activity 2 **Write questions for the following answers.**

____

Mr. Ahmed is a writer.

____

He usually gets up early in the morning.

____

No, he mostly works at home.

____

Mrs. Ahmed grows vegetables in her garden.

____

They are in their mid-forties.

Activity 3 **The words in the following sentences are jumbled up. Arrange the words in proper order to make meaningful sentences.**

often to library the he goes

____

romantic she novels reads usually

____

football once a week play we

____

Activity 4 **In the left- hand column below, there are eight sentences in the simple present. In the right-hand column, there are eight contexts. In the blanks, write the letter of the statement that goes with each sentence.**

__ 1. He goes jogging in the morning every day.	a. present situation
__ 2. Oil floats on water.	b. habits
__ 3. The train to Sylhet leaves at 11 a.m.	c. routine actions

__ 4. She collects coins.	d. general truths
__ 5. ... and ... yes Mushfequr makes a boundary!	e. statements about the future after when/if
__ 6. They work in a garments factory.	f. schedule/timetables
__ 7. I'll explain it to her when she comes back.	g. newspaper headlines on recent events
__ 8. The President meets the EU delegates.	h. commentaries on sports or current events.

4/2: The Present Continuous

A Read the text below and underline the verbs in present continuous.

This afternoon Mr and Mrs Ahmed are working in the garden. The weather is lovely. Mrs. Ahmed is sitting on a tree stump while Mr. Ahmed is cleaning the weeds from the tomato beds nearby. Mrs Ahmed looks happy. Mr. Ahmed is spending a lot of time with her helping in the garden these days. They are talking about their daughters Maya and Sneha who are coming home for a week's vacation from Dhaka tomorrow. The train arrives at 8 in the morning. Mrs. Ahmed is telling her husband not to tell the girls anything about her garden. She wonders how surprised and happy they will be when they see her gorgeous tomatoes and the lettuce!

Grammar Point

Form The present continuous is formed by the auxiliary verb **be** (am, is, or are) plus the **-ing** form of the main verb

It is raining. *Rina and Karim are listening to music*

Making **questions** and **negatives** in the present simple

To make a **question**, we usually put the auxiliary verb **be** before the subject *He is studying* *Is he studying?*

The boys are swimming *Are the boys swimming?*

Note: But if **what, who, how many,** etc. is the subject, then we put the subject before the auxiliary:

Who is coming for dinner tonight? *What is bothering you?*

To make a **negative** in the present continuous, we can add **not** or **n't** to the **be** verb

I am not/I'm not doing anything *We/you/they are not/aren't working.*

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Use

We use the present continuous to talk about

- things which are happening now:

  I'm having lunch right now   *Laila is talking on the phone*

- things which are happening during this period of time, but not necessarily at the moment

  She is working very hard these days. She is attending a training programme

- repeated events

  My two sons are always fighting. She is always losing things

- things that people plan to do in the future

  Rina is going to the museum tomorrow

  We are leaving for London next week

Activity 1 **Read the passage in Presentation-A again and discuss in pairs in what sense each of the verbs in the present continuous has been used.**

Activity 2 **Fill in the blanks in the following sentences with the appropriate form (simple present or the present continuous) of the verbs in the brackets:**

a I usually ______ (enjoy) Chinese food, but I ________ (not/enjoy) this meal

b. Can you drive?

No, but I __________ (learn) now A friend ________(teach) me

c On weekends Karim usually______ (take) his children to the amusement park, but today he _______ (take) them to the zoo

d. Why that man ______ (stand) in the middle of the road?

He ______ (try) to get across He _______ (wait) for a gap in the traffic.

Why he _______ (not use) the subway?

Lots of people _______ (not bother) to use the subway They prefer to risk their lives crossing here.

e. You _______ (go) out tonight?

No, I _______ (stay) home. A friend _______ (come) to watch TV.

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4/3: Verbs not used in the continuous

A Read the following conversation. Notice the verbs in bold. These are all in the simple present form, although they tell us about something that is happening now.

: Do you **smell** anything? I'm sure something is burning

I can **hear** people screaming! I can **hear** cracking sounds too!

Look! Do you **see** smoke coming out of that building?

: Oh no! I **think** that building is on fire! Why doesn't anyone call the Fire Brigade?

: I **think** someone has. I can **hear** the bells!

Grammar point

We use **verbs** which describe an action or situation in **the present continuous** to talk about *something happening now*:

I am listening to music. Amir is playing in the garden. Mom is cooking dinner.

Verbs not used in the continuous:

We don't use the present continuous with verbs which we use *to describe people or things:*

Amina is at school. (NOT Amina is being at school.)

I like this painting. (NOT I'm liking this painting.)

But I don't understand it. (NOT But I am not understanding it.)

Do you love him? (NOT Are you loving him?)

Verbs which are not usually used in the continuous form fall under the categories of sense verbs, state verbs, emotion verbs, possession verbs and other.

B Look at the chart below showing different categories of verbs that do not usually take the continuous form

sense verbs	state of mind	emotion verbs	possession verbs	other
hear	believe	want	belong	need
taste	remember	love	own	matter
feel	know	like	have	exist
smell	prefer	hate	possess	appear

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see	seem	hope	contain	
recognise	think	desire		

Note that 'can' is often used with sense words such as hear, see, feel, smell and taste

C Exceptions

However, some of the above verbs can be used in the continuous form. For example, **be, have, think and appear.** We can use the continuous form of these verbs only when they mean action.

be *Karim **is** an intelligent boy.* (state: description)

*But I don't understand why he's **being** so irrational about this whole issue.* (acting or behaving in a certain way)

have *They **have** a beautiful house. (state: possession)*

*She **is having** breakfast. (action: eating)*

think *I **think** Naila is hard-working. (opinion: state of mind)*

*I **am thinking** about what to do next. (action: planning)*

appear *He **appears** to be quite disturbed. (state: description)*

*She **is appearing** at the theatre this evening. (action: taking part)*

look and feel: can be used in either the simple or the continuous to talk about something happening now

***I feel** tired/I **am feeling** tired.*

*She **looks** gorgeous/She **is looking** gorgeous.*

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Activity 1 **Read the passage and choose the right form of verb.**

It is/being guava season. Mariam *plucks/is plucking* guavas in her orchard. The guavas are *looking/look* fresh and juicy. They *are smelling/smell* sweet and delicious. Mariam *is being/is* very happy. She *goes/is going* to make jelly with it. But she *is needing/ needs* to buy sugar and some other things. She *is hating/hates* going to the market. She *is thinking/thinks* who to send to the market. Suddenly she *is remembering/remembers* that her sister-in-law *loves/is loving* to go shopping. Maybe she will ask her to buy the things.

Activity 2 **Read the following text and fill in the blanks with the right form (simple present or present continuous) of verbs in the brackets.**

Jack ____ (love) Nina. But Nina says that she ______ (like) Jack, but ______ (not love) him. However, Jack _______ (not believe) her. He _____ (think) Nina ____ (lie). She only ______ (want) to test him. He ______ (not understand) how can Nina not love him when he ______ (love) her so much.

4/4: The Present Perfect Simple

A **Read the mini-dialogues below. Notice the verbs in bold. They are all in the present perfect simple.**

a . I **have made** a terrible mistake!

. That's not surprising. You are always making mistakes

What **have** you **done**?

I've forgotten to pay my exam fees. Yesterday was the last date.

b : **Have** you ever **seen** a peacock?

Yes, I have. In fact I**'ve seen** quite a few of them

Oh really! Where did you see them?

: I saw them in Rajasthan while I was in India last year

c : **Have** you ever **been** to Nepal?

No, I haven't. Have you?

Yes, I have. I went there with my parents a few years back

Grammar point

Form

We make the **present perfect simple** by using **have/has** with the **past participle** of the main verb.

*Sagar **has posted** the letter*

*We **have bought** some chocolate*

*He **has had** a bad day today.*

To make a **question**, we use the **auxiliary verb have/has**, then the subject,

followed by the **past participle** of the main verb:

Has *she* ***taken*** *her medicine?*

Have *you* ***talked*** *to Shyamal ?*

We make the negative by adding **not/n't** after the auxiliary **have/has**

I've bought the book, but ***haven't read*** *it yet*

He ***hasn't watched*** *TV today.*

Use

We use **the present perfect** to talk about

our experience, or an event which happened at some time in our lives
I've been *to New York.*

Have *you ever* ***played*** *tennis?*

- Something that happened very recently:

Have *you* ***heard*** *the news? Kiran* ***has got*** *a first class!*

The plane ***has*** *just* ***landed****.*

Recent events or actions, the results of which are still relevant.

She isn't here. She ***has*** *already* ***left.***

Reza ***has bought*** *a flat in Uttara. (He owns it now)*

Note that **has/have gone** and **has/have been** have different meanings

She ***has gone*** *home. (= She is at home now.)*

I've been *to Nepal. (= I've visited Nepal. I am not there now.)*

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Activity 1 **Read the following dialogues and put the right form (simple present or present perfect) of verbs (in the brackets) in the blanks.**

a : Look! I _____ (buy) the latest novel of Selina Hossain for you. I hope you ______ (not have) a copy already.

: No, I haven't. Thanks a lot. ______ you ______ (read) it?

b : _____ you _____ (hear) about Jonathan?

: No, I _____ (not see) him recently. What _______ (happen)?

: He _____ (get) a job in Australia.

: ______ his family ______ (know)? ____ he ____ (told) his wife?

c : Darling, I _____ (get) something important to tell you.

: ______ you ______ (hear) anything from Australia?

: Yes, they _____ (offer) me the job.

: What _____ you _____ (want) to do? What about your job here?

: I ______ (decide) to go. I _____ (send) my resignation letter this morning, and _____ (put up) an ad in today's newspaper to sell the car too.

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4/5: The Present Perfect Continuous

A Read the following conversations. Can you identify the verbs in the *present perfect continuous*?

a Hel o, Shahan! What have you been doing? You look so tired and irritated

: Oh I *have been trying* to fix my cycle ***for** the last three hours*

Have you fixed it?

: No, I couldn't. All my efforts *have been* useless.

b : Sorry, I'm late *Have you been waiting* **for** long?

That's ok I've been watching the news while I waited

c : Hello, Sh a This is Mark here Is Nina there?

We've been waiting for her at the library ***since** 3 o'clock*.

Sorry, Mark Nina is not here She *has just left*.

Do you know where she *has gone*? I don't really understand she *has been acting* strangely these days

Grammar point

Form **The present perfect continuous** is formed by

has/have + been + verb-ing:

*I **have been typing** for three hours.*

*He **has been practising** for the match every day.*

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They ***have been waiting*** *for her since 3 o'clock*

We usually use the contracted form (I've, he's), especially when we speak.

For questions and negatives we use the following forms respectively

Has *Tito* ***been studying*** *all morning?* ***Have*** *you* ***been watching*** *TV?*

You ***haven't been listening.*** *The buses* ***haven't been running*** *on time today.*

Use

We use **the present perfect continuous** to talk about a situation or an activity which started in the past and is on going or not completed. We often use a time phrase to say how long by using **for** or **since**

Tina ***has been cooking*** *since morning.*

Shamim ***has been talking*** *to his lawyer for over an hour.*

- We also use **the present perfect continuous** for an activity that began in the past and has very recently finished

  I've been cleaning the kitchen. (I'm still sweating, and I still have the gloves on.)

  The two boys have been fighting again. (The room is a terrible mess.)

  We also use it for repeated events up to now:

  I've been playing *the guitar since I was seven*

  Dr. Sayeed **has been treating** my father for years.

Activity 1 **Read the descriptions and write a sentence for each one about what has happened or have been happening.**

a Selim is sitting at his study table He is writing an essay on The Pleasure of Reading He started writing two hours ago Selim _______________ _____ two hours.

b It is 10 in the morning Laila is in the garden digging the soil and preparing the beds to plant her winter vegetables She started working at 8 a m Laila ________________ 8 a m

c Rana is a swimming instructor He is in the pool now training a ten year old boy. He still has twenty minutes before he finishes training the boy He trains him for thirty minutes Rana ______________ the boy _____ __________

d Andrew and his wife Sara came to Bangladesh ten years ago They still live in Dhaka They __________ in Dhaka _____ ten years.

Activity 2 **Read the following conversation and fill in the blanks with the right form (present perfect/ present perfect continuous) of verbs in brackets.**

Hello, Jack! _____ you ______ (have) a good nap?

No, I haven't

Why? What ______ (happen)?

For one thing, Nina _______ (play) the radio too loud

Oh dear! You should have told her to turn down the volume

: Then the children next door _________ (make) a terrible noise since after lunch They ________ (scream, shout and fight) for the last one and a half hours.

. Come on, dear, relax I'm going to make you a cup of tea

How can I relax? I ________ (get) a terrible headache.

A cup of tea will make you feel better. And I think the children ________ finally ________ (stop) shouting and screaming too.

Activity 3 **Discuss in groups and try to explain the difference in meaning of the following sentence pairs.**

Who has been stealing my marbles?	Who has stolen my marbles?
It's has been raining for an hour	Look! It's been rain ng
The manager has spoken to Kalam	The manager has been speaking to Kalam for an hour.

4/6: The Simple Past

A **Read the following text. Underline the verbs in it and notice the time they refer to.**

Phil Johnson's father owned a laundry, so he gave his son a job hop ng the boy would work into the business. But Phil hated the laundry, so he dawdled, loafed and d d what he had to do only. Some days he was absent. His father was so hurt to think he had a sh ftless, ambitionless son that he was actua y ashamed before his employees.

One day Ph Johnson told his father he wanted to be a mechanic work in a machine shop The old man was shocked But Phil had his way He did much harder work than he had to do in the laundry He worked longer hours, and he whistled at his job! He took up engineering, learned about engines and when Ph p Johnson d ed, in 1944, he was president of the Boeing A rcraft Company.

Grammar point

Form

The simple past is the past tense form that uses the main verb without an auxiliary. For most verbs in English, the simple past tense is formed with the ending **–ed** to the infinitive of the verb

look - looked talk - talked

But some verbs are different and they don't end with *–ed* in their past form. These are called **irregular verbs:**

go - went make - made take - took

The verb **be** has a different past simple form

be - was/were

To make a **question** with **be** in the past simple, we usually put the verb before the subject:

***Was** he a clerk in the bank?*

***Were** Taniya and Reza class mates?*

*Where **were** you yesterday?*

To make questions with other verbs in the simple past, we usually use **did + subject + infinitive**:

***Did** you **buy** that book?*

*When **did** he **visit** England?*

*Why **did** he **go** there?*

To make a **negative**, we add **not/n't** to **was/were** and **did.**

*No, he **wasn't** a clerk in the bank.*

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*They **weren't** class mates.*

*He **did not** visit England.*

*We **didn't** see you in the theatre last evening*

*Why **didn't** you come?*

Use

We use **the past simple** to talk about an action or happening at a definite time in the past:

*I **mailed** the letter yesterday*

*I **met** her two years ago*

We often use the simple past with expressions such as *yesterday, last week, in 1952, when I was in school, three days ago*, etc

Activity 1 **Underline the irregular verbs in the Presentation above (A), and then write down the present form of the verbs.**

Activity 2 **Use the right form of verbs given below to complete the following passage from the life story of Helen Keller. One is done for you:**

leave	know	live	come	find	write
cannot say	can	feel	discover	help	need

When she was one and a half years old, Helen became ill. This sickness left her blind and deaf. Since she could hear no sounds, she did not learn to talk.

Helen _____ in a dark and silent world for more than five years. In this world without sound, she ______ only what she could touch and smell and taste

She ______ hunger and cold, but she ________ to herself, "I am hungry" She could not say, "I am cold".

Helen had not discovered the secret of language She could not communicate with other human beings But because she was human, she ______ to communicate Helen finally _______ the secret of language Years later, she ______ a book about her life

When Helen was seven years old, Anne Sullivan, a teacher ________ to live in her house Miss Sullivan ______ a way to lead Helen out of her sightless, soundless world This woman ______ Helen to discover the secret of language

Activity 3 **Write questions for the following answers:**

____

I studied law.

____

I graduated in 2010.

____

At the university of New Castle.

____

Well, I met Paul at the university We were both in the same class No he didn't finish his studies.

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4/7: Present Perfect Versus Past Simple

A **Read the following dialogues and notice the verb forms in bold.**

a : **Have** you **been** to Sri Lanka?

: Yes, I **have**

: When **did** you **go**?

: I **went** there last year, during the summer vacation

b : **Have** you **read** Zia Hasan's new novel?

: No, I **haven't**. **Have** you?

: Oh, yes. It's great!

: When **did** you **read** it?

: Last week. I **borrowed** it from Riaz

c : **Have** you **talked** to Nina recently?

: Yes, I **have** She **called** me yesterday. In fact, we **talked** for a long time

Use

We use **the present perfect** to talk about our experiences, about something we have

done in our life up to now, often used with *ever* or *never* *Note that the focus is on*

what, not **when.**

When we ask **when** or the focus is on a **specific time** which is past, we use the past tense of the verb.

Activity 1 **In each pair of sentences below, one sentence uses the simple past tense and one sentence uses the present perfect. Work in groups and try to explain the difference in meaning between the two sentences in each pair**

We have known about the problem for ages.	*He knew about the problem for ages.*
We have been waiting for you since 3 o'clock.	*I waited for you from 3 o'clock.*
Have you seen the movie?	*Did you see the movie?*
Have you ever been to Cox's Bazar?	*Did you go to Cox's Bazar?*

4/8: The Past Continuous

A Read the passage carefully and notice that there are verbs in both the simple past and the past continuous forms.

It was 4 in the afternoon. Hamid was studying at the library when his cell phone rang. It was his younger sister, Runa. She said that she was standing in front of the shopping mall opposite Hamid's office and asked him to meet her there as soon as possible. Hamid hurried out of the library. As he went across the street, he noticed that Runa was not alone. She was holding a three to four year old girl by hand. The child was crying and Runa was trying frantically to pacify her. He just couldn't imagine what was going on. Some passers-by were looking at them suspiciously. When he reached her, she started to explain, but before she could finish the child suddenly left her hand, and was running towards a woman who was coming out of the mall crying and calling a girl's name hysterically.

Grammar point

Form

We make **the past continuous** by using the past of the auxiliary verb **be** (was, were) and the **–ing** form of the main verb:

*She **was talking*** *They **were arguing**.*

We make **questions** by putting the auxiliary verb (was, were) before the subject:

Was she crying? Why **were** they arguing?

And we make **negatives**, by adding **not/n't** to **was/were**:

*She **wasn't** shopping* *They **weren't** working*

Use

We use the **past continuous** to talk about *things which were in progress at, or during, a particular time in the past*:

At 4 o'clock I was studying at the library.

At that time yesterday, my friends were playing football in school

Activity 1 **Write down the questions for the following answers.**

____

I was waiting for the bus at about 4.30 today.

____

Yes, while I was waiting, I was talking on the phone.

____

I was talking with a friend

____

Before that? I don't remember what I was doing before that

____

Yes, I was studying at the library. Why are you asking me these questions?

____

Of course I'm sure. I was not having tea with Salma after lunch at the canteen.

____

Well, I last saw her yesterday when she was coming out of her class.

Activity 2 **Read the following passage. Some of the verb forms and/or the spellings are not correct. Identify them and write the correct forms.**

Yesterday was my birthday. I thought that no one will remember it. But when I waked up in the morning, I found a brand new copy of Jule Vernes' *Journey to the Centre of the Earth on the table next to my bed. It has a note stuck on it 'For my dearest son, with love — Abbu.' I springed out of the bed with excitement.* As I was get dressed, I heared mother calling everyone for breakfast. I got dressed quickly and went to the dining room. My mother comes towards me and says, "Happy Birthday, darling. Here! I buyed this alarm clock for you ...". But before she could finish what she is saying, my little sister cryed out, "Bhaiya, now you won't have any excuse for being late at the breakfast table."

4/9: Used to and the Past Tense

A Read the following passage and notice the verbs in bold.

I met Hasan yesterday almost after ten years. He was my closest friend in school. He was the only child of his parents. His father **used to worry** a lot about who his friends were or where he was going. But our two families were on friendly terms and Hasan and I **used to spend** a lot of time together. We were very happy to see each other after such a long time and started talking about all the things we **used to do** as children: how we **used to go** cycling in the countryside after school, or go swimming in the pond by the Town Hall on weekends. But of course Ali bhai would always be there with us on those occasions. Ali bhai **used to work** in Hasan's father's garments factory.

Grammar point

Form

Used to + infinitive to talk about past habits and long-term situations that do not exist now:

In winter, we used to sit around a wood stove in the veranda and listen to grandma's stories. *(We don't do it anymore.)*

Use

We use **used to** in the same way as the past simple, but only to talk about – what we did often or regularly:

Ten years ago I used to work on a type writer *(I use a computer now)*

There used to be a park in this place. But it's not there now.

Activity 1

Make sentences with the following prompts using 'used to'.

Before	**Now**
play cricket and tennis	tennis only
read books a lot	no time/ only newspaper
scared of ghost stories	write horror stories
go to movies	watch TV at home

(Example: *Karim used to go to movies regularly, but now he watches TV at home.***)**

Activity 2 **Write down about three to five things you used to do as a child that you don't do now.**

You may follow the model of the example given above

Activity 3

Read the following text:

Notice that the underlined verbs are all in the past tense. Some of these can be changed to 'used to + base form of verb'. Change them and write the '*used to*' form in the gaps. For the verbs you cannot change, write down *no change*. Two are done for you.

The school I went (1) to when I was (2) at the primary level had a tin-roofed building. It had (3) a big playground in front. During the tiffin break, we played (4) 'kabadi'. We made (5) so much noise that the headmaster would often come out of his office and warn us. Most of the time, we wouldn't hear the bell go and got (6) scolded by our teacher. During the rainy season, we enjoyed (7) playing football the most. We often got (8) drenched in the rain.

Last year when I went (9) to visit my school after many years, I found (10) that instead of the tin-roofed building there stood a multi-storied building. But I was (11) happy to see that the old playground was (12) still where it was (13). The school authority didn't construct any new building there. Maybe they still cared for their students as they did (14) before.

1.
2.
3.
4.
5. used to make
6.
7.
8.
9. no change
10.
11.
12.
13.
14.

4/10: The Past Perfect and The Past Perfect Continuous

A Read the following text.

Habib made the following entries in his diary last Monday. Read them.

11 a.m.	Nargis left Dhaka for Sylhet by car.
11.15	I reached her house fifteen minutes late.
1.30	I called her on cell phone. She was near Ashuganj.
6.00	She reached Sylhet and called me.
7.30	I spoke to her again. She was cooking dinner.

Now see how Habib reported the whole thing to Salma a few days later.

When I reached Nargis' house at 11.15, she *had* already *left* home for Sylhet. She *had waited* for me till 11.00 and then left with her father in their family car. When I talked to her at 1.30 pm, she *hadn't* yet *reached* Ashuganj, but was close to it. At 6.00 she called to say that she *had* just *reached* Sylhet.

When I called her again at 7.30, she *had* already *unpacked* and was cooking dinner. I told her how miserable I was feeling because I *hadn't said* 'good bye' to her before she left. She laughed softly and said she understood.

B Following is a typical evening at work for Dr. Akram, a general physician. Read the sentences carefully:

Like any other day, yesterday also Dr. Akram saw patients from 5 p.m. to 10.30 p.m. As usual, he started with the emergency cases first. From 5 p.m. to 6.30 p.m. he saw four patients. That is, by 6.30 he **had seen** four patients. From 6.30 to 9 p.m. he saw eight patients. From 9 p.m. to 10.30 p.m. he saw another six patients. That means by 10.30 the doctor **had seen** eighteen patients.

He had been seeing patients since 5 o'clock. In other words, by the time it was 10.30, Dr. Akram **had been seeing** patients for five and a half hours.

How many patients had Dr. Akram seen by 9 p.m.? He had seen twelve patients.

Use

We use the **past perfect** to describe an action completed before a certain moment in the past

*When I **reached** her house at 11 15, she **had already left** for Sylhet She had left at 11 00*

If two actions happened in the past, the **past perfect** is often used to show which action happened earlier than the other

*When I **called** her at 7 30, she **had already unpacked.***

We use the **past perfect continuous** for an action that began before a certain point in the past and continued up to that time:

*It was 9 p m Dr Akram was seeing a patient He **had started** seeing patients at 5 p.m He **had been seeing** patients for four hours. He **had been seeing** patients since 5.00.*

Activity 1 **Read the following paragraph and fill in the blanks with the appropriate form (simple past or past perfect) of verbs in the brackets:**

Dr. Akram asked Fahim when the rash ______ (start) Fahim said that he ______ (notice) it a week ago. He also said that he ______ (go) to another doctor before, but since the rashes got worse, he had come to Dr Akram Dr Akram ______ (want) to see what medicines the other doctor ______ (prescribe)

Fahim _____ (look) for the prescription in his bag, but it was not there. He _____ (realize) that he _______ (forget) to bring it. The doctor told Fahim to lie down on the couch, and after he ___________ (examine) him thoroughly, he _____ (give) him some new tests to do.

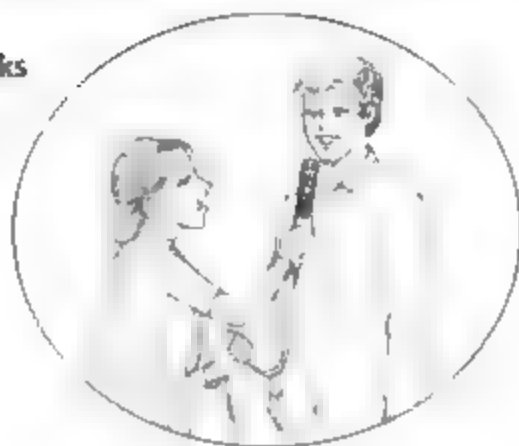
Activity 2 **Now read the text below and fill in the blanks with the appropriate form (simple past, past perfect, or past perfect continuous) of the verbs given in the brackets:**

When we reached the stadium, it was already 4 p.m. We found that a large crowd _____ (wait) there for the match to start. People _____ (get) into the stadium since 12 noon as everybody wanted a good place to sit.

While waiting, the crowd ______ (shout) to each other from their seats. A noisy atmosphere ______ (prevail) then, but as soon as the game started, a sudden hush ____ (fall) a over the stadium. People who _____ (shout) all this time ______ (become) quiet. However when the first goal was scored, all the noise that _____ (prevail) earlier came back more powerfully than ever.

It was memorable experience for my friend and I. The team that we ______ (support) all along ______ (win) the match.

4/11: Expressing Future Time

As some modern English grammar books have pointed out, it is important to be aware that, strictly speaking, English does not have a future tense. Rather the language has a number of verb forms that can be used to express future time, predictions, intentions, promises, etc.

A Will and shall

Read the following conversations and notice the use of *will, shall and won't* to refer to the future time:

a. : How old are you, sir?

: **I'll be** 56 on the second of next month. **I'll retire** next year.

Well, what **will you do** after retirement? Have you thought of something?

No, not really. Maybe I **will travel** for a while. I've always wanted to do that.

b. Oh dear! I've forgotten to bring my medicine.

: Don't worry. **I'll go** and **buy** it for you. There's a pharmacy down the street.

c : Happy Birthday, Rehana. Here's a small gift for you. I hope you **will like** it.

: Oh, thanks a lot. I'm sure I will. Well, everyone is here, except Shihab.

I don't think Shihab **will come**. He doesn't usually go to any party.

d. Hi Mahin. Could you come and help me with my homework this afternoon?

I'm sorry, dear. I've a class at 5.00. I **won't have** time today.

e. Have you paid the bill, Jim? **Shall** we **go**?

: Yes, I have. But where **shall** we **go** from here?

: Let's go to Nina's place.

That **will be** great! **I'll call** her right now and see if she is home.

Grammar point

Form We can use **will (or 'll) +base form of verb** to talk about the future. Traditionally this is known as **the simple future**. We usually use the contracted form in conversation:

I'll finish the work tomorrow. I'm too tired to do it now.

We use **will not (won't)** in the negative.

The school **won't admit** any new student to class 9 from next year.

We usually use **shall** in questions that are suggestions or offers.

***Shall** we **go**?* ***Shall** I **get** you something to drink?*

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Use We can use **will** for a future fact:

I'll be 56 next month *I'll retire next year*

We use **will** for offering to do something

Don't worry. I'll buy the medicine for you

Don't get up. I'll answer the phone.

We sometimes use **will** to express hopes or opinions:

I hope you'll like it *I don't think he will come*

We use **will** for promises

Don't worry. I'll keep your papers in a safe place

I won't tell anybody about this.

Activity 1 **Complete the following sentences using *will or won't*.**

a : I ______ explain the project to you in class tomorrow.

______ we bring our books?

b : I'm going to New Zealand for studying.

Congratulations! I'm sure you ______ meet many people and make many friends there. You ______ also learn a lot about a new culture. I only hope you ______ forget your old friends.

c : Please don't tell anybody that I've told you about the letter.

I ______. Does Karim know about the letter?

d : Do you know when the show ______ start and how long it will continue?

: I think it ______ start at 7.00 and ______ continue for more than two hours.

e : Oops! These bags are too heavy.

______ I carry one?

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B Be + going to

Read the conversations below and notice how we can use **be going to + base form of verb** to talk about the future:

a Hi Raihan! What **are** you **going to do** next weekend?

We're **going to visit** the Lalbagh Fort. What about you?

I don't have any particular plans

: Why don't you come with us?

: Oh, thanks Raihan. I'll do that.

b . Why are you taking the umbrella?

It's **going to rain** any time. Look! There are dark clouds in the sky.

c . Why aren't you leaving now? You'll be late for the prize giving ceremony

: No, I won't. I'**m going to take** a taxi.

Grammar point

Form

be going to + infinitive. We often use the contracted form, **'m/ 's/ 're going to,** after the subject in a positive sentence, and **'m/ 's/ 're not going to** or **isn't/ aren't going to** in a negative sentence

*I'**m going to revise** the essay later.*

*She'**s going to take** driving lessons from tomorrow.*

*They **are going to submit** the report soon*

*We **aren't going to buy** anything in the market.*

*She'**s not going to wait** for the bus.*

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Use

We use **going to** to express a future intention, plan or decision that we thought about before the moment of speaking

I'm going to take a taxi.

We are going to visit the Lalbagh Fort

We use **going to** for things that we believe or predict about the future, often because the present situation or past event gives us reason for our prediction

That building is going to collapse any time .

It's going to rain.

Activity 1 Put **will** or **'m/ 're/ 's going to** in the blanks to complete the sentences.

a . Have you seen Titanic?

. Not yet But I've already bought two tickets. Ra han and I _______ watch it tonight.

: I'm sure you ______ love it.

b Why are you working so hard these days?

. Because I _______ buy a computer and I need some extra money.

c Shaila is 18 years old She's studying fine arts She s taking a special course in oil painting. She often visits art galleries and exhibitions in town She_______ be a painter

d Do you know it's Amal's birthday today? We ________ give him a surprise party this evening. Come and join us.

Oh, I'd love to. I'd like to buy something for him. What ________ you ________ give him?

: I've bought some books.

: I ________ buy some music CDs then.

Activity 2

At the beginning of every year Mary makes some resolutions about things she is going to do during the year. This year also Mary writes down her New Year's resolutions in her diary. Complete the sentences with **'m going to** plus an appropriate **verb** form the list of verbs below.

learn play spend study practise

a I'm ________________ for my SSC exam seriously

b I'm ____________________ to use the computer

c I'm ________ _______ more time with my grandparents

d I'm ________ _______ speaking English regularly

Activity 3

Think of some resolutions that you'd like to make at the beginning of the next year. Write them down using 'going to'.

Activity 4

Read the following sets of dialogues. Discuss with a partner and say what is the difference in meaning between **I'm going to post it** and **I'll post it**.

a : What about this parcel?

: I'm going to post it.

b : What about this parcel?

: I'll post it.

C Read the texts below. Underline the verb forms that you think refer to the future time.

a.

Our fantastic **Winter Sale** starts on **December 28th**.
Our sale doors **open** at 10 a.m.
We are reducing **all our prices** by 20% or More.
We are offering some really fantastic savings:
50% off some women's shoes
80% off some men's shoes!
But be quick – our sale **ends** on January 7th
(Real English Grammar, Hester Lott)

b : What are you doing this evening?

: We're having some guests for dinner tonight.

When is your final exam?

It's in November. Let me see. I've the timetable right here.

Well, it starts with English on the 10th and finishes with History on 18th

: What are you going to do after that?

My cousins are coming from abroad. Maybe we'll go to Cox's Bazar

Use

We use the **present simple** to talk about schedules and timetables

The train to Chattogram leaves at 10 30 p m

The ceremony starts at 6.00. Guests take their seats by 5 30

The TV serial about crimes and investigation ends next week

We use the **present continuous** to talk about fixed, planned or organized actions in future

We're having some guests for dinner tonight

My cousins are coming to Bangladesh on holidays in December

I'm catching the 7 30 flight to Jashore tomorrow

Activity 1

Put in the right form of verb (simple present or present continuous) in the blanks

a My brother is a painter. He ________ (be) in Japan now

: What ________ (do) there?

: He ________ (have) a solo exhibition in Tokyo

: How long will he stay there?

: Well, the exhibition ________ (end) tomorrow, and he ________ (come) back next week.

b · Hello, Hasan You ________ (go) to Selim's house tonight?

· I'm afraid, not. I've a lot of work to do I _______ (present) a paper at

tomorrow's seminar, and I haven't finished writing it yet

c . Ms Selina, the English teacher, is telling the class about the

arrangements for next day's trip to Mainamati, Cumilla

So students, we ______ (meet) at the school playground at 7 a m We ______ (leave) for the station at 7 30 sharp. Don't be late, or we'll leave without you The train _______ (leave) from platform no 3 at 9 00

And the return schedule is like this we ______ (meet) at the circuit house at 4 30. and ______ (start) for Dhaka at 5 o'clock. This time we ______ (not take) the train We've arranged a microbus to bring us back to Dhaka

d · All in my family have taken up sports. My sister Tina ______ (learn) to swim She ______ (has) a very good trainer I ______ (take) karate lessons My brother Nathan ______ (be) a jogger My dad ______ (play) tennis and my mother ______ (go) to the gym regularly

05 Verbs: Modals 5/1: Primary auxiliaries and modal auxiliaries

In the last unit we discussed verbs and tenses. In this unit we will focus on modals.

A Read the passage below and the conversation that follows:

Rehana took a secretarial course a few months ago. She **can** write short-hand and **can** type too. But she **cannot** use a word processor. She realizes that to get a good secretarial job, she **must** learn to use a computer. She also has to improve her English which is not very good. This morning she goes to an English Language Centre that a friend has recommended. At the administrative office there she has the following conversation with a member of the official staff.

Admin staff : Good morning! **Can** I help you?

Rehana : Morning. **Could** you please tell me when the next English course starts?

Admin staff : Well, we have different courses like General Communicative English, Business English, and English for nurses and so on. Which one **would** you like to do?

Rehana : The Business English course. **Could** you tell me when the next course starts and what the fee is?

Admin staff : Sure. It's a three-month course and the fee is Taka 5000. **Would** you like to take a brochure — you **can** find details about all the courses that we offer. You **might** like to have a look at them.

Rehana : Thanks a lot.

Notice the words in bold. They are called **modal verbs** or **modal auxiliaries**.

Grammar point

There are two kinds of auxiliary verbs in English

Primary auxiliaries am/is/ are/was/were, have/has/had, do/does/did

Modal auxiliaries: can/could, may/might, will/would, shall/should, must/ought to/need

Modal auxiliaries are different from Primary auxiliaries in the following ways:

Past tense forms The primary auxiliaries have past tense forms The modal auxiliaries do not. For example, **must** or **may** do not have a past form (*may* and *might* can refer to the same time present or future)

Third person forms The primary auxiliaries have third person forms (he/she+ is/has/does). Modal auxiliaries do not change They have no –s form

Infinitives: The primary auxiliaries are related to an infinitive to be, to have, or to do There is no infinitive form for the modal auxiliaries (We do **not** say to can, or to might.)

Note: **Need** fits into both categories.

It can be used as a full verb ***need, needs, needed***, e.g.

We need sugar *He needs rest* *They needed some money*

It can also be used as a modal auxiliary verb:

*We **needn't** take a taxi* *We **needn't** go to the doctor*

Use

We use modals to express a variety of moods or attitudes towards actions or events in the past, present or future Modals can be used to express possibility, certainty, ability to do something, requests, permission, obligation, necessity, prohibition, advice, etc

Look at the following sentences

Can I borrow your English dictionary for two days?

Sorry, I'm using it now, but I **can** give it to you tomorrow

Would Ben lend me his dictionary? What do you think?

You **could** ask him. He **might.**

Activity 1 Discuss in pairs what functions do **can, could, would** or **might** in the above conversation perform, and what time do they refer to - past, present or future?

5/2: Can and Could

A Read the following texts.

a I **can** sing and I **can** dance.

But I **can't** fly like a bird or swim like a fish

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b : Excuse me, **can** you tell me the time please?

: Sure, it's half past five.

: Thanks

c The teacher said to her class, " Students, you **must** remember two things. First, you **can** bring a calculator, but you **cannot** bring any mobile phone into the classroom, and second, you **cannot** chew gums in my class."

d : Hi, Babul. Are you taking part in the next marathon race?

: I'm afraid not. I **could** walk for miles without getting tired before. But now I **can't**. I had a knee surgery two years ago.

e : **Can** you tell Mr. Rashid that the guests are here?

: Sure. Anything else?

: Thanks, Shahana. And **could** you please send in some snacks and tea for the guests?

f : **Can** I borrow your pen for a while?

: Yes, but please don't forget to return it.

: Of course not.

g : **Could** I use your laptop? I need to check my e-mail.

: Go ahead. You **could** take it to your room, if you want.

: Thanks a lot.

h : I'm getting bored, can't go anywhere. When is the rain going to stop?

: Well, you **could** make use of the time you're stuck at home. You **could** read books, or do some writing, or do crossword puzzles to improve your English.

Grammar point

Can and **could** are modal verbs, and are used like auxiliaries before the main verb

We make the negative by adding **not/n't** to **can/could** Note how we write **cannot.** There is no break between *can* and *not*.

I **cannot** fly like a bird

To make **questions** we say **can /could + name/pronoun + main verb:**

Can/could you pass me the salt, please? **Can** you use a computer?

Use

Can/could for **ability,** and **cannot** for **inability/prohibition:**

We use **can** to express ability: *I can sing and I can dance*

In the sentence *But I cannot fly like a bird,* **cannot** expresses lack of ability

The past tense of **can** as ability is **could:** *Two years ago I could walk for miles, but now I cannot.*

We use **cannot/can't** to express prohibition: *You **cannot** bring mobile phones into the classroom, and you **cannot** chew gums in my class*

For permission and requests:

We use **can/could** to give or ask for permission. **Can** is less formal than **could.**

Can I borrow your pen? *Oh, sure!*

Could I use your laptop, please? *You could take it to your room, if you like.*

We use **can/could** to ask someone to do something: *Can you please tell Mr Rashid to come?* *Could you please send some snacks and tea?*

For possibility:

We use **could** to express possibility. *You could read books, or do some writing, or do crossword puzzles*

Activity 1 **Read the following conversations. Fill in the blanks with can, could, or cannot/can't:**

a Doctor : Look at this chart, Padma. _______ you see the letters and the pictures?

Padma Yes, I ______ see some pictures and some of the letters

Doctor ______ you name the things you see?

Padma Well, I can see a bird, a flower, a house and the letters B, M, Q . .... No, it's O

Doctor That's good Now come here ______ you take off your glasses, please?

b : _______ you hear me at the back?

: No, we _______. We don't think the microphone is working. ______ you please speak a little louder?

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c Dad, ______ I go to the New Year eve's concert?

You ______, but you ________ stay out after 11 p.m

d ______ you please make less no se? I'm trying to write a report, and I _______ concentrate if you sing so loudly.

I'm sorry, but I ______ help it I need to practice for the co' ege function tonight.

_______ you please go to another room then?

e Hey friends, where shall we go on holiday this w nter?

We ______ go to Dinajpu' to see the Kantajee's Temple

Oh, it will be too cold there in January _______ stand cold.

Well, if you like mountains, we _______ go to the Neelgiri mountains in Bandarban.

Or we _____ go to the Sundarbans We ______ see both the jungle and the ocean!

f _____ you play tennis?

Yes, I ______ But I ______ play it until I joined the commun ty club and took lessons in tennis ast year

______ you please teach me?

Sure. We ______ start tomorrow, if you are ready

5/3: May and Might

A Read the following texts.

a : What are you doing this evening?

: We **may** go to the museum. You can come along with us.

: Oh, I'd love to. Can I ask Shamim if he'd like to join us?

: Sure. He **may** be in his office now. Why don't you call him?

b : I haven't seen Rumana for ages.

: You **might** see her tomorrow evening. I think she's in town now and if she knows about the alumni get-together, she **might** come there.

c : **May** I try on these shoes?

: Of course, ma'am. But these **might** be too small for you. These are size 4. You **might** need a size 5.

: Let me just try these once ... oops! **Maybe** you're right. Can you please show me a size 5?

d : Thank you, sir, for coming to this talk show this evening. **May** I ask you a last question?

: Yes, you **may**, if it's not too personal.

e : Excuse me. **May** we see the document?

: No, you can't. It's confidential.

Grammar point

Form

May and **might** are modal verbs and are used, like auxiliary verbs, to express different meanings of the main verb.

In a positive sentence, we use may/might + verb

For negatives, we use may not/might not + verb

<u>**Note:**</u> *May/ might* are not usually used in a question form to mean possibility.

We can use *may* in a question to express asking for or giving permission. For example,

May I sit here? Yes, you may *May I see that book? No, you may not*

However, this sounds very formal in everyday situations now, and *can/could* are used more frequently.

We use *may/might* to refer to the present or future time

It may rain this evening.

The shoes might be too small for you

He may be in his office now

Use We use **may** or **might** to say that something is possible but not certain, now or in future

He may not be in office now.

You may see him in office tomorrow.

He might offer you the job.

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Note: **May** implies stronger possibility than **might**, i.e. might, like may, expresses possibility, but in a lesser degree. For example, if we say, 'We might go to the museum today', there is less chance of going there than when we say, 'We may go to the museum today'.

Another function of **may** is to express permission.

May I use your telephone? May I ask you a question?

Those who have finished writing may leave the exam hall.

Activity 1 Write **may/might + an appropriate verb** in the following gaps.

a : Are you going out? I think you should take an umbrella.

: Why? It's not raining, is it?

: No, but there are dark clouds in the sky, and it ____ ____ anytime.

b : Shall we invite Kanak to go to the movie with us?

: Well, I haven't seen her go to a movie often. But you never can tell. She ____ ____ to see The Titanic.

c : We missed Asad in last year's get-together. Hope he'd come to the party tonight.

: Well, as far as I know, he doesn't like parties. He ____ not ____ to the party tonight also.

Activity 2 **Write six things that you may or might do during the next holidays.**

5/4: Will/Won't and Would

We have already discussed the use of **Will and Shall** to express future facts or events These are modal auxiliaries, and go before the main verb, and do not change.

A Read the following passage and notice the use of will, won't and would as modal auxiliaries:

a My family and I **will** go to attend my cousin's wedding tomorrow at Munshigan, Father has already made all the arrangements We **will** first take a bus to the Sadarghat, and then we **will** go by a steamer to Munshigan, We **will** stay there overnight and **will** come back the next evening. I'm a little sad that I **won't** go to school tomorrow and the day after, but I don't want to miss all the fun at the wedding either.

b. Hello, Rupam!

: Hi, Shahed! How are you?

I'm good. Listen, we're going on a river cruise tomorrow morning. **Would** you like to join us?

Oh, I'**d** love to What time **would** you leave?

: We will all meet at the school ground at 7.00.

Okay I'll be there by 7 00 **Would** you please give me a wake up call at 6.15?

: I will See you tomorrow then.

Grammar point

Will and won't are used to predict a future event which is seen as certain:

My family and I will go to attend my cousin's wedding tomorrow.

We will meet at the school ground at 7.00.

__**Note**__ that in conversations we usually use **won't** in place of **will not.**

Also we don't generally use **will not** in negative questions. Instead, we say,
'Won't you come to see me off at the airport?'

We use **would** for invitations, requests, and for polite conversations

Would you like to join us for the river cruise? I'd love to

What would you like to have, tea or coffee?

We usually use the contracted form of **would ('d)** after words ending in a vowel sound:

I'd/ we'd/ he'd/she'd, etc.

But we don't say, *'It'd' (x)*, instead, we'd say *'It would'*

__**Activity 1**__ Fill in the blanks with **will** or **won't** or **would.**

a Jamal has less than 75% attendance in class. He ______ be allowed to sit for the exam. What ______ he do now? I think he ______ keep it a secret from his parents, and ______ even tell his sister whom he tells almost everything.

b Mahim has been late to office everyday for the last three days If he continues like this he ______ lose his job.

c Hello, Meera This is Akash here

Hello, Akash bhai

: Is Sarwar there?

He's in the shower ______ you like to leave a message?

Yes _____ you please tell him that we're waiting for him at the library?

d Ah I'm exhausted! ____ you please give me a glass of water?

· Sure ______ you like to have something to eat?

No, thanks, not now ___ you mind opening that window, please?

· Not at all.

. Thanks, dear.

e I hope the function starts on time It's already ten minutes to seven now.

Don't worry The chief guest ______ be here any moment. He's very particular about time.

5/5: Must, Must not/ Mustn't, Need

A Read the following texts:

a He ate a dozen eggs at a time! He **must** be crazy!

You **must** be joking! I don't believe you.

b My mark-sheet shows that I've failed in English! There **must** be some mistake. English has always been my strong subject. It simply **can't** be!

c The teacher says to her students, "You **must** submit your essays tomorrow. I won't accept any after that. And you **must not** copy from any book or from anyone else's writing.

d Hello, everybody! Here's an announcement for tomorrow's workshop. All the delegates **must** finish registration by 9 o'clock. The delegates **must** wear their badges while attending the sessions. The volunteers **mustn't** leave the venue before the workshop is over at 6 p.m. The information desk will remain open from 8 a.m. to 7 p.m. for all kinds of assistance to the participants, delegates and the guests.

e When you go for an interview you **need to** make a good impression as soon as you enter the room. You **need to** give the impression of being polite and at the same time of being confident and pleasant. Here are just a few things you should remember:

You **mustn't** move about in your chair, you **must** sit still and relax;

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You **needn't** wear new or fashionable clothes, but you **must** wear clean and neat clothes;

You **need to** speak loudly and clearly, but **mustn't** interrupt when they are speaking.

Use

We can use **must and can't** to assert something that we infer or conclude to be the most **logical possibility** of a situation or an event. For example,

He *must be crazy* to eat a dozen eggs at a time

Or, as the examinee is confident that he just cannot fail in English since it is

his strong subject, he uses **'can't'** to express the most logical possibility of the situation:

It simply can't be

There must be some mistake in the mark-sheet.

We use **must** to express **obligation** and **mustn't** to express **prohibition or something that is not allowed**

You must submit your essays tomorrow. *(obligation*

Delegates must finish registration. *(obligation)*

You must not copy from any book or anyone else's writing. *(prohibition)*

Volunteers mustn't leave before .... *(prohibition)*

You must wear clean and neat clothes. (obligation)

You mustn't move about in your chair (not allowed)

You mustn't interrupt when they are speaking (not allowed)

We use **need to** talk about something that is necessary

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When you go for an interview, you need to make a good impression.

(necessary)

You need to speak loudly and clearly (necessary)

We use **need not** or **needn't (without 'to')** to talk about something that is not necessary:

You needn't wear new or fashionable clothes

You needn't smile all the time, but you need to look relaxed and confident.

Activity 1 **Fill in the blanks in the following sentences with *must, mustn't, can't or need/needn't*:**

a Sagar wants to go to the computer fair with his friends and tells his father so. His father says, "Well, you can go, but you _____ be home by 9 o'clock."

b All you read about in newspapers now-a-days is crime, violence and death Things _____ continue like this. The government _____ do something to improve the law and order situation

c The bank manager tells Manzoor, who wants to open an account, that he _____ sign his name at the bottom of the form. The manager then gives Manzoor a new cheque book and says that he _____ lose it.

d Rita wants to go and live in Japan one day But then she _____ learn to speak Japanese.

e One of the rules of hotels anywhere is that the guests _____ sign the register immediately on arrival

f I think your friend Habib has come. He's talking to Grandpa in the balcony.

It ______ be Habib I just talked to him on the phone He's in Chittagong now.

g The doctor tells the patient that his heart condition is bad, and he ______ smoke at all.

h When you go for an interview, you ______ (necessary) listen to the questions very carefully, but you ______ (not necessary) tell them your life story.

i You ______ (not necessary) write a very long essay, but you ______ (necessary) type it, and ______ submit it by tomorrow

5/6: Should and Ought to

A Read the following texts and notice the meanings the use of <u>should/ought</u> to gives to the main verbs.

a : You don't look good these days Are you okay?

: I don't know I've had this cough for quite some time, and I don't have much appetite either.

: You **should/ought to** go to a doctor

b Atiya doesn't like living in Boston She hates the freezing winter season there

Well, she **should** then move to some warmer place during that time, like Texas or L.A.

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c : Hey, Kamal, could you suggest a good book to read during the holidays?

: I just finished reading The Life of Tagore. I liked it very much. You **should/ought to** read it.

: Can I borrow it from you?

: Of course, but you **should** give it back to me after the vacation.

: I will. Thanks a lot, my friend.

d : Friends, I'm hungry and I'm tired. We've been walking around for hours.

: Right. We **should** find a place to eat now.

e : Have you noticed that Mr. Lee has put on a lot of weight recently? He **ought to** do some exercise regularly.

: Yes, but **shouldn't** he consult a doctor before that?

f : Do you know when Tom is arriving?

: Well, he **shouldn't** be late. The train has left on time, so he **should** be here at 4.00 as scheduled.

Grammar point

Should and ought to are modal verbs and go before the main verb. We can use them for the present:

We should find a place to eat now.

Or for the future:

He should/ought to go to a doctor.

We make the **negative** by adding not /n't :

If you want to lose weight, you shouldn't eat so much chocolate

And you ought not to eat junk or oily food.

We don't usually use **ought to** in questions. We make **questions** with

should + subject + verb

e.g. *Has Zaman sent the reports? I need them today.*

I don't think he has. Should I send him a mail or should I call him?

Or, Shouldn't he consult a doctor before that?

Use

We often use **should or ought to** when we are giving advice

You've had that cough for quite some time. You should/ought to see a doctor.

We use **should or ought to** for expressing an opinion

It's a good book. You should/ought to read it. (I think)

We often use **should** to talk about things we expect to happen in the future:

Tom shouldn't be late The train has left the station on time. He should be here at 4.00 as scheduled.

Activity 1 Complete the conversations using **should/shouldn't or ought to.**

Jonathan : Hi, Akash. I'm calling to tell you that I'd be coming to Bangladesh in late January for two weeks. What clothes _______ I bring with me? _______ I bring an overcoat?

Akash : Well, you _____ bring some warm clothes, but I don't think you need to bring any overcoat or heavy woolen clothes. A light jacket or sweater _____ do. Compared to New York, it's usually not too cold in Dhaka. Rather you ______ bring enough cotton clothes, it can be quite warm and humid in February here.

Jonathan : Great! And could you please make a list of all the interesting places I _____ see and things I _____ do while in your country?

Akash : Sure, I will.

Jonathan : One more thing. What do you think, _______ I rent a car while I'm in Dhaka?

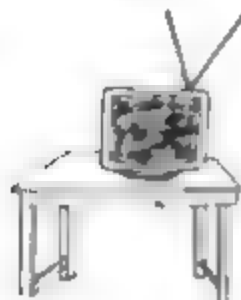
Akash : I think that's a good idea. But you ______ worry, I'll take care of that.

Jonathan : Thanks a lot, Akash. See you soon.

Akash : Ya, looking forward to seeing you. Bye.

Activity 2 **Shamim and Rekha have bought a new TV. They're trying to install it in their living room. Look at the pictures and complete the blanks with should/shouldn't:**

We ______ do anything without reading the instructions. Let's see the instruction manual first. It ______ tell us everything.

Okay, I've put in the plugs on the back. Can you turn on the switch, Rekha? Mmmmm ... the screen _____ come on now.

The screen _____ be moving like that. And the pictures _______ be clearer, too.

I'm sure the screen _____ look like that. _______ we start from the beginning again?

I think we ______ experiment with it any further. We ______ call the agency to send someone to help.

5/7: Review Modals

A Each of the modal auxiliaries has a number of meanings, and can therefore, be used to express different functions. Look at the list of modals below and write down an example for each function.

Can

ability

permission

request

prohibition (not allowed to)

request

possibility

past ability

Must/mustn't

obligation

deduction (logical conclusion)

prohibition

May

possibility/probability

possibility/probability

(present)

(future)

permission (formal, very polite)

Might

Possibility

suggestion: (eg What can I do to improve my English?

You **might** listen to BBC)

Should

advice

opinion

possibility

Needn't

absence of obligation (not necessary)

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06 Kinds of Verbs — 6/1: Verb: linking, transitive, intransitive

A. Read the following passage and look at the underlined verbs .

Mr Kamal <u>is</u> a big scholar He <u>is</u> our English teacher He <u>has written</u> many books. All his books <u>are</u> very good He has a lot of money. He <u>comes</u> to school in his own car He himself <u>drives</u> the car. He <u>drives</u> very carefully

Look at the words/phrases after these verbs In the first two sentences 'is' is followed by a noun phrase and the noun phrase refers to the subject of the sentence So, 'is' here is a **linking verb**. <u>A linking verb is followed by a noun or adjective which refers to the subject</u>. There is another linking verb in the passage Find it out Some verbs are followed by a noun which is different from the subject For example, "has written" It is a transitive verb.

A **transitive verb** is followed by an **object** (a noun that answers who/what) In the passage, two verbs are followed by an adverbial They are intransitive verbs Intransitive verbs do not have any object i e **intransitive verbs** do not answer who/what Try yourself and find out these verbs.

B Identify the *transitive*, *intransitive* and *linking* verbs in the following passage.

Nasima is a student. She is a student of class VII She attends classes regularly. Today she has worn a new dress. She looks very smart in this dress. The teacher praised her in the class

C Look at some more linking verbs in the following sentences:

(i) She got nervous in the class.

(ii) The man <u>has gone</u> mad

(iii) The food <u>tastes</u> delicious.

D See the use of some more transitive verbs in the following sentences:

(i) Who has broken the cup?

(ii) He reads a lot of story books.

(iii) I shall take a cup of tea now.

Now use the following verbs as transitive in your own sentences

kill, prey, sell, draw, learn

E Here are some more example of intransitive verbs.

(i) The baby is sleeping.

(ii) Boys are playing in the field.

(iii) He was killed in an accident.

Note: An intransitive verb may be followed by nothing or it may be followed by any number of adverbials.

Activity 1 **Now use the following verbs as intransitive in your own sentences :**

walk work die laugh open

Remember, the same verb may be used as linking, transitive or intransitive. It depends on how you use it.

For example

He ran home. (intransitive)

The river runs dry in summer. (linking)

I ran a race. (transitive)

Can you think of any other verb like this? Use it in 3 different ways

6/2: The Infinitve

We have already discussed tenses and modals in the earlier units. Besides there are other types of verbs that can sometimes cause problems for learners of English. These are **verbs followed by the infinitive, verbs+ -ing** form and, **verbs** that can be followed by **either an infinitive** or by **–ing.**

The *to infinitive*

A Read the following texts and notice the underlined verbs in them.

a Karim **wanted to tell** Bahar the truth. But at the same time he didn't **want to upset** him. He **arranged to meet** Raju in the afternoon and **decided to ask** for his advice

b If you **want to buy** fresh vegetables, **remember to go** to the farmer's market early in the morning.

c We were **going to spend** the weekend in a resort in Bhawal, Gazipur. On the way, we **stopped to buy** petrol and then we stopped again to buy some oranges and apples. Still we **expected to reach** the resort in time

d Shihab **loves to ride** his bike for going long distances. But he often **forgets to wear** his helmet. This morning when he was taking his bike out, his mother came out and said to him, "Good to see that you **remembered to wear** your helmet, dear. Be careful on the road and **remember not to drive** too fast.

Grammar point

We use the pattern **verb + to infinitive** with various common verbs such as,

want, hope, intend, expect, plan, try, manage, arrange, fail, wish, etc

e.g. I *hope to see* you in office tomorrow.

Why? Do you *want to discuss* anything in particular?

Yes. We're *trying to set up* a new office in town.

We intend *to make* it bigger than the present one.

We've *managed to buy* a good plot and *expect to finish* the legal formalities soon. We've already *arranged to appoint* an internationally reputed architect.

I *wish to make* it look unique. I've *failed to make* some of my dreams come true, but this time I *plan not to fail*.

We also use the **to infinitive** after some verbs connected with thinking, such as *decide, forget, remember*, etc.

e.g. I've *decided to do* some part time job during the summer holidays. And although I *remembered to discuss* it with my best friend in school, I *forgot to tell* my parents about it.

We use the **to infinitive** after some verbs connected with saying that we will or will not do something, such as *agree, refuse, offer, promise*, etc.

e.g. Rahela had *agreed to sell* her computer at half price to me, but *refused to do so* at the last moment. I *offered to give* a slightly higher price, and she accepted that. I *promised not to make* any more deals with her.

The **negative** form is **not + to infinitive**

e.g. Remember **not** to drive too fast.

I've decided **not** to accept the offer.

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The infinitive *without* to

B Read the following sentences and notice the use of the **infinitive with to** and **without to.**

My friend and I **went to watch** an English film on DVD at the British Council Library yesterday. It was a very funny film and it **made us laugh.** We **tried** hard **not to laugh** out loud and disturb other people but just **couldn't stop.** It was a story about a family where the parents **let the children do** anything they wanted. We were laughing so much that ultimately the assistant librarian came and **made us leave.** *We'll remember* the incident for a long time to come.

Grammar point

We use the **infinitive without to** after modal verbs (will, can, could, may, might, must, should, etc.)

e.g. *We couldn't stop.* *We'll remember the incident*

We use the **infinitive without to** after make and let.

make/let + object + infinitive without to

<u>**Activity 1**</u> **Put the verbs in brackets into the correct form (the infinitive with/without to).**

a . Did you remember _____ (post) the letter?

: Oh no, I didn't. You forgot ______ (remind) me. I'll ______ (do) it now.

b . Don't forget ______ (take) the old prescriptions with you?

: Why should I ______ (take) them?

Because the doctor might ______ (want) ______ (see) them

c : I can ______ (tell) you more stories about Nasiruddin Hojja and you would just ______ (laugh and laugh).

: I want ________ (hear) a sad story now, one that wi ______ (make) me cry.

Activity 2 **Fill in the blanks with the right infinitive form of verbs given below the passage.**

a Lucy lives in Manila. She is planning ______ to Dhaka to work with an NGO. She intends ______ here for one year. She wishes ______ Bangla after she comes to Bangladesh. A Bangladeshi friend in Manila has given Lucy a pictorial album of Bangladesh which she loves ______ to her colleagues in office. She tells them that she hopes ______ as many places in Bangladesh as she can. The beautiful pictures of the people and the landscape of the country have made her ______ in love with Bangladesh.

show	come	visit	stay	fall	learn

6/3: -ing form of verb: Gerund

A Read the story below.

It was a nice day. Anna and her mother **wanted to go out** and enjoy the lovely weather. Anna **wanted to go hiking** in the woods or, she said, they could **go swimming** or **fishing** in the lake. But finally they **went sailing**. They were in the middle of the lake when the wind **started to blow**. The boat rocked from side to side because of the high waves. Anna was happy and **started singing** in a loud and clear voice. But Anna's mother didn't **want to get wet** and turned the boat around.

When they reached the shore, Anna immediately jumped out of the boat and **started running** around on the beach. She suddenly stopped walking because she felt something under her feet. She picked up her foot since she **wanted to see** what was there. She was surprised to find a beautiful shell. She took the shell, rubbed off the sand around it and, it **started to shimmer** in the bright sunlight.

Grammar point

Look at the words in bold in the story above. Notice that when we want to use two verbs together, we use either **to + infinitive** or the **–ing form** of the main verb in the sentence.

Some verbs can be followed by either form, but some can only be used with the -ing form.

Verbs that can be followed only by **v+ing** form are

finish I've **finished writing** the letter. Do you want to read it?

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deny	The boy **denied stealing** the rare coins.
risk	You shouldn't **risk going** there at night
delay	They **delayed going** to the station and missed the train.
avoid	I always **avoid eating** rich and oily food
enjoy	I enjoy **writing stories** for children
suggest	Babul **suggested going** to a Chinese restaurant after the meeting.
miss	I really **miss talking** and **laughing** with my sister. She recently migrated to Australia.

Verbs, like **start, like** or **love** can be used with the **–ing form** as well as with the **to + infinitive** without any change in meaning. For example,

I **love to read** poetry.	I **love reading** poetry.
I **like dancing.**	I **like to dance.**
He's **started going** to the gym.	He's **started to go** to the gym

Note: It is important to understand that although some verbs can be used with both the **–ing form** and the **to + infinitive** the choice may lead to a change of meaning of the sentence, for example

a Do you **remember leaving** a message for her?

(You already left a message for her.)

Remember to leave a message for her

(Now or in the future)

b Farooq **forgot paying** the electricity bill

(He forgot that he paid the bill.)

Farooq forgot to pay the bill.

(He didn't pay the bill.)

c Masum **stopped buying** fruits from the market.

(He used to buy fruits from there before but doesn't buy them from there anymore.)

Masum **stopped to buy** fruits from the market

(He wanted to buy fruits from the market and so he stopped.)

Activity 1

Write an appropriate form (infinitive or –ing form) of the verbs in brackets.

a If you want to be fit, what do you have to start ________? (do)

b If you want to be fit, what do you have to stop ________? (do)

c What do you remember ________ (do) as a child?

Activity 2

(Now write the answers for the above questions using the same form.)

e.g. I've to start ________________

Activity 3

Fill in the blanks with the right form of infinitive or –ing form of the verbs in the brackets.

a : Come, let's do something.

: I want ______(watch) TV.

: No, let's go out instead of ________ (watch) TV.

I love ______ (dance). Let's go ______ (dance)

Hey, I've a good idea Why don't we all go ________ (swim)?

b Have you ever forgotten ________ (do) something?

: Like what?

Do you always remember ________ (send) birthday greetings to your friends?

Of course I do

: Did you remember ________ (send) one to a friend last week?

Oh my God! I'm so sorry! A belated Happy Birthday to you, Sujan!

Activity 4

Correct the mistakes in the use of verbs in the following conversations.

a I'm not used to cook meals every day

Why don't you start to do so from today?

: Well, I don't really want doing that I'd rather go out to eating at a restaurant.

: In that case, I suggest to hire a cook.

b : Let's go watching The Titanic today.

I've already seen it. I really enjoyed to watch it.

Oh, I was looking forward to watch it with you.

I wouldn't mind to watch it again with you. It's a very good movie.

. Or if you want watching something on the DVD, we can do that.

Activity 5

Do the sentences in each of the following pairs mean the same? If not, how are the meanings different? Discuss with a partner and explain.

a I stopped eating burgers.

I stopped to eat burgers.

b We love playing football.

We love to play football.

c Do you like travelling?

Would you like to travel?

d We regret to inform you that your application has been refused.

We regret informing you that your application has been refused

6/4: -ing form of verb: Participle

A **Read the following conversations and notice the positions of *-ing* verbs.**

1. Sagor : Do you like cricket, my friend?

Lovelu : Oh sure! I'm such a big fan of cricket.

Sagor : Who is your favourite batsman?

Lovelu : Sachin Tendulkar. What a **fighting** batsman he was!

2 Mitul : Hi, ever **complaining** girl! What's up today?

Kanta : No kidding please I'm not in a good mood now

Mitul : Okay but why?

Kanta I was on my way to school. When I was near the post office, a procession passed me Suddenly some people splashed some colour on me They were rejoicing world cup cricket Their team won I got drenched. The same thing happened with some school **going** boys and girls I know ours is a cricket **playing** country and any victory is special But you cannot splash colours to school goers or office goers, can you?

Grammar Focus

As indicated above, a participle can be made by adding ***ing*** to a verb. However, it becomes a participle only when adding ***ing*** to the verb makes it function as an adjective.

Fighting *batsman* **complaining** girl

school going boys and girls a **cricket playing** country

What type of batsman? ***fighting*** *batsman* **fighting** works as an adjective

What type of girl? a **complaining** girl **complaining** works as an adjective

What type of boys and girl? **school going** boys and girls **school going** works as an adjective

What type of country? a cricket playing country **cricket playing** works as an adjective

<u>Activity 1</u> **Read the following text and fill in the gaps using participle. Pick the suitable words from the box below. The first one is done for you.**

Uncle Tom had a <u>printing</u> press. It was the first press in the city. He was very proud of his machines. When he died, his son, Rod, became the owner of the (a)__________ business. Initially he was doing fine. After few months his university (b)__________ brother came home. He was a kind of (c)__________ bird and didn't have any interest in business. Yet one day he came to the press and told Rod to replace the old machines with digital ones. He also expressed his desire to be his (d)__________ partner. Tom agreed. Later he took him to London to show modern (e)__________ machines with digital technology. But Rod had limited ideas about them. So he took time to think. His (f)__________ brother was not happy to see the big brother's (g)__________ mind.

run	~~printing~~	change	fly	shine	love	go	work

<u>Activity 2</u> **Read the following text and fill in the gaps using participles.**

It was midnight when I entered the (a) __________ town. A (b) __________ dog was following me and I found some flying bats over my head. I was scared as the whole situation reminded me of Drakula. I waved at a (c) __________ car but it didn't care at all. After some time I found a (d) __________ man at a certain distance. I started (e) __________ at him to have direction for my destination. The more I was walking to him, farther was the distance. Even after a twenty minute's walk, I could not minimize the ever (f) __________ distance. I tried to shout but no sound came out. Suddenly the man turned at me and started to laugh. I could see his (g) __________ eyes when he became close to me. I was struggling to control my trembling legs.

Grammar point

Gerund vs Participle

Gerund

People remain confused between gerund and participle because of their similarities. Both are formed when ing is added to a verb. There is another similarity, and that is the fact that both gerund and participle indicate some action or state of being. However, there are differences between them that will be highlighted in this article.

Participle

As indicated above, a participle can be made by adding ***ing*** to a verb. However, it becomes a participle only when adding ***ing*** to the verb makes it function as an adjective.

What is the difference between Gerund and Participle?

- A gerund is a verbal noun (verb made noun by adding ***ing***) that is derived from a verb but functions as a noun.
- A participle is a verbal that functions as an adjective.
- Both are made by adding ing to verbs.
- Verb and noun combined is a gerund whereas verb and adjective combined is a participle.

07 The Adverb 7/1: Adverbs and their Functions

A Read the following conversation and notice the underlined words:

Alim : <u>Where</u> are you <u>now</u>?

Hasan : I'm going <u>home</u> after finishing my exam

Alim : <u>How</u> did you do in the exam?

Hasan : I've done very <u>well</u>.

Alim : Can you see me <u>tomorrow</u>?

Hasan : <u>Why</u>?

Alim : I've an urgent talk with you. I'm <u>eagerly</u> waiting for you.

Hasan : Okay, I'll <u>certainly</u> see you

Do these words tell you anything about the time, place and manner of an action? Yes, they do and so they are adverbs. An adverb is a part of speech which usually modifies the meaning of a verb. It generally says **where**, **when** and **how** an action takes place

B The main function of an adverb is to modify a verb. But it has some other subsidiary functions too. Look at the following examples:

This mango is <u>very</u> sweet

You have done <u>quite</u> well.

<u>Nearly</u> everybody was late.

The grapes were <u>well</u> within my reach

I can't go there <u>just</u> because I'm ill

<u>Fortunately</u>, he survived the accident.

Notice the items after the adverbs in these sentences. You can then see that adverbs may modify an adjective (sweet), another adverb (well), a pronoun (everybody), a preposition (within), a conjunction (because) and a sentence (he survived the accident). These are the different functions of an adverb

C Read the following sentences. Identify the adverbs in them and say which words they modify.

He is going abroad soon.

I have done very badly in the exam.

They live upstairs.

The girl is fairly tall.

She seldom visits me here.

He was almost dead then.

They rarely talk with each other

Unfortunately, he failed the test.

He lost almost everything

He came here simply because he wanted to meet me.

It is absolutely beyond my capacity to help you

7/2: Kinds of Adverbs

A Read the following passage and notice the adverbs:

Salam is trying hard to go abroad for higher studies. He saw me today to discuss the matter with me. He often seeks my advice.

There are four **adverbs** in this passage and they are of four different kinds.

- The adverb 'hard' answers the question "how?". It is called an **adverb of manner.**
- "Abroad" answers the question "where?". It is called an **adverb of place.**
- "Today" answers the question "when?". It is called an **adverb of time.**

- "Often" expresses the frequency of an action. It is called an **adverb of frequency.**
- These are the four main types of adverbs.

Now, identify the four kinds of adverbs in the following passage

Khan is a busy man. He seldom calls me. But yesterday he requested me to go downtown with him. I could not say no to him. He invited me very cordially.

B **There are also some other kinds of adverbs. Read the following sentences and notice the adverbs in them.**

(i) The boy is very smart.

He is too weak to walk.

The girl is fairly tall.

He looked at me quite indifferently.

His statement was absolutely true.

These are called **adverbs of degree.** They intensify the meaning of an adjective or adverb. In current English, they are called **intensifiers.**

Think of two/three other adverbs of degree and make sentences with them.

(ii) Where are you going?

When do you sleep at night?

How did you do the work?

Why are you laughing?

These are called **interrogative adverbs.** These adverbs are used for asking questions about the place, time, manner and cause of an action.

Notice where they are used.

(iii) You will surely/certainly pass the exam.

I did not go there.

'Do you like cricket?' 'Yes, I do.'

'Will you come here?' 'No, I won't.'

There are **adverbs of affirmation and negation** in these sentences

C Adverbs may take different positions in a sentence. Look at the following examples.

The boy is reading loudly.

They were boating downstream.

I am very busy now.

The adverbs of manner, place and time are usually used after the verbs they modify. Use some other such adverbs in this position

But an adverb of frequency is usually used between the subject and the verb For example

He always speaks the truth.

It hardly rains here

They rarely eat together

He usually comes here in the afternoon

Adverbs of degree are used before an adjective or adverb For example

He is totally mad.

It is raining very hard.

Interrogative adverbs are always used at the beginning of a sentence For example.

Where was he born?

Why are you so callous?

Adverbs actually do not have any fixed position in a sentence. They can change their position to serve different functions

7/3: Adverbials

A **Read the following questions and think of their answers:**

When will you see me?

Where are you going now?

How is it raining?

How frequently does he visit you?

Why are you waiting here?

Each of the first four questions can be answered by using a single word. For example, you can say:

I shall see you **tomorrow.**

I am going **downstairs.**

It is raining **hard/heavily.**

He **scarcely** visits me.

These single words are adverbs. You have seen their use in the preceding lessons. But you can answer any of the above questions by using a group of words. For example, you can say:

I shall see you **in the afternoon.**

I am going **to school.**

It is raining **very hard.**

He visits me **thrice a week.**

I am waiting here **to receive my friend.**

These are all **adverbial phrases.** An adverbial phrase is a group of words that modifies a verb in the sentence.

Identify the adverbial phrases in the following conversation:

Mukta: When are you going to Dhaka?

Mukul: I'm going there next week.

Mukta: Why are you going?

Mukul: I'm going there to attend a seminar

Mukta: How are you going?

Mukul: I'm going by bus

B Adverbs and Adverbial phrases have a common name. This name is Adverbial. That means, an adverbial is a single word or a group of words which modifies a verb. Look at the underlined words/phrases in the following sentences.

(i) Rashid saw me **yesterday.**

I asked him to come **in the morning.**

It was raining **then.**

I shall go to Dhaka **next week.**

These words/phrases are called **adverbials of time.**

(ii) Can you come **here**?

I went **there** to invite my friend.

He was born **in a big city.**

I am living **in an apartment.**

These words/phrases are called **adverbials of place.**

(iii) He speaks **loudly.**

She was **brutally** killed.

The problem was solved **in an amicable way.**

He was wounded **very seriously.**

These words/phrases are called **adverbials of manner.**

(iv) It **often** rains here.

He **never** tells a lie.

She phones me **four times a day.**

I go to Dhaka **almost every week.**

These words/phrases are called **adverbials of frequency.**

(v) I went home **to take rest.**

He is going abroad **for higher studies.**

She studies hard **to pass the exam.**

They jumped into the pond **to save the child.**

These phrases are called **adverbials of purpose.**

(vi) An adverbial may also be a dependent clause in a complex sentence. For example:

I shall go home **after he comes.**

The girl had been married off **before she was 18.**

You can sit **wherever you like.**

It is raining **like the sky is falling.**

The flight was delayed **because the weather was foggy.**

Note: Anything—be it a word, phrase or clause—that modifies a verb is an adverbial. All adverbs are adverbials but all adverbials are not adverbs.

C Read the following passage and identify the different kinds of adverbials in it:

One day I was sitting alone upon a bench at a park near my house. Suddenly, a young girl arrived there. She was beautifully dressed. She sat beside me and began to talk with me very cordially. We talked for about half an hour and then we began to walk together. Within a short time we became good friends. When we parted, we promised never to forget each other. We now phone each other every day. We visit each other almost regularly.

08 The Preposition 8/1: Simple Preposition

A Read the following passage and notice the underlined words:

Being a student of class nine, I am now reading in a high school. I admitted myself into this school after completing my primary education from a village school. I was not given any choice. It was my parents who decided on this school. However, I love my school very much. I have made friends with many students of my class.

These words are called **prepositions.** A preposition is a word or group of words which usually comes before a noun (or anything equivalent to a noun) and shows its relationship with another word in the sentence. The prepositions in the above passage are all single words. A single-word preposition is called a simple preposition.

B Look at the following simple prepositions and see how some of them are used in sentences:

about	below	from	since
above	beneath	in	than
across	beside	inside	through
after	besides	near	till
against	between	of	to
along	beyond	off	toward/towards
among	by	[illegible]	under
around	despite	into	up

as down outside upon

at during over with

before except past within

behind for round without

Choose any ten prepositions (not the ones you saw in the passage above) from the list and make sentences with them.

Complete the following sentences with prepositions

a. I know nothing ___________the matter.

b. I shall see you ___________ this class.

c. They fought ___________each other

d. He called me ___________ 9 o'clock

e. We started ___________ Dhaka ___________sunrise.

f. She sat ___________ me ___________ the bus

g. They have a good relationship ___________ them

h. Such a thing was ___________ my imagination.

i. Everybody was present there ___________ Karim

j. Natore is not very far ___________ here

k. They were sitting ___________the room

l. We were waiting ___________ the room

m. The plane was flying just ___________the buildings.

n. It is a quarter ___________ five

o. There was a cat ___________ the table.

p. We cannot live ___________water.

C **Remember that a preposition is usually followed by a noun or pronoun or anything else equivalent to a noun. For example:**

With whom did you go there?

In which box did you keep the money?

But in conversational English we say:

Who did you go there with?

Which box did you keep the money in?

In these sentences the prepositions have been shifted from their initial position to the end of the sentence.

Activity 1 **Complete the following sentences with prepositions:**

1. Where are you ________?
2. What are they talking ________?
3. Who are you writing this letter ________?
4. Which country is London the capital ________?
5. Who is this seat ________?

D A preposition may be preceded by a noun, adjective or verb. Notice the following examples:

I have no sympathy for her. (noun)

The cat is fond of milk. (adjective)

He succeeded in solving his problem. (verb)

A preposition can express the idea of place, time, means or any other relationship. Even a single preposition can express different relationships. Notice the following examples:

Above

The stars are above the world,

He is above me in office

Today's temperature is above 42° Celsius

His honesty is above suspicion

After

He came here after breakfast.

They always run after money.

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The school is named after its founder's name

May comes after April

Before

He saw me before lunch.

They stood before the headmaster.

April comes before May

The drama was staged before a large audience

For

Here is a gift for you.

We started for Dhaka.

It has been raining for two hours

I bought this bag for two hundred taka

He works for a bank.

From

Where do you come from?

The train started from Rajshahi at 7 o'clock.

Natore is 30 miles from Rajshahi

He is suffering from fever.

Soap is made from coconut oil.

With

He went there with his father.

I like bread with butter

She cut the mango with a knife.

She quarreled with her mother.

He was trembling with fear

You can try and use some other simple prepositions to express more than one relationship

8/2: Complex Prepositions

A Read the following passage and notice the underlined words:

I went to Dhaka last week with a view to attending a seminar. Actually our chairman was supposed to go there. But he could not go because of his illness. So I had to make a speech there on behalf of the chairman. I said everything in accordance with his suggestion. It was my first speech in front of a large audience.

These are **complex prepositions.** Like a simple preposition, a complex preposition also comes before a noun and shows its relationship with another word in the sentence. It is called complex because it consists of more than one word. It can also be called a phrasal preposition.

B Here is a list of some other complex/phrasal prepositions:

according to
along with
by means of
by virtue of
in the light of
owing to
for the sake of
in favour of
in spite of
in search of
in the event of
in view of
with reference to
in addition to
in lieu of
instead of
in course of
together with
with an eye to
with respect to

Activity 1 : Complete each of the following sentences with a complex preposition from the above list:

1. He could not go there ____________ his illness.

2. The crow flew here and there __________ water

3. __________ her illness, she came to class yesterday

4. Please cast your vote __________ our candidate

5. I earned this money __________ my normal salary

Try and make sentences with 5 other prepositions from the list

8/3: Appropriate Prepositions

A Read the following sentences and mark the underlined nouns and prepositions after them:

I have no affection for him.

He has no ambition for fame.

Show allegiance to your master

Pay attention to my speech.

He made a comment on my lecture.

Make a comparison between the two girls.

They have no compassion for the poor

I have no connection with that man.

He has no desire for fame.

There is no exception to this rule

You should have sufficient exposure to English

He expressed his gratitude to his boss.

I had an interview with the reporter

Industry is the key to success.

He has a reputation for eloquence.

The nouns in the sentences take only those prepositions which are used after them. No other preposition will be appropriate after them.

B Notice the prepositions after the verbs in the following sentences:

You must abide by the decision of the committee

You should abstain from smoking

He adhered to his promise.

I apologize to you for my mistake.

He has applied to the authority for a promotion

You can argue for/against this plan

She availed herself of the opportunity

I borrowed these books from the library

He was charged with murder.

Activity 1 **Fill in the blanks with appropriate prepositions:**

a. I will cling ___________ my original decision

b. He commented ___________ the speech.

c. I communicated ___________ him on that matter.

d. You must compete ___________ your opponent.

e. He complied ___________ my request

f. I condole ___________ you on your father's death

g. This research will highly contribute ___________ the field of knowledge

h. He dabbles ___________ politics.

i. I differ ___________ you on this point.

j. He hankers ___________ pelf and property

k. Don't interfere ___________me in my affairs.

Note: These are the appropriate prepositions after the verbs they follow

C Notice the prepositions after the adjectives in the following sentences:

The man was accustomed to smoking

Are you accurate in your calculations?

He is very affectionate to his children.

I was angry with him at his behaviour

You should be ashamed of your conduct

She was deprived of her father's property

Smoking is detrimental to health

This essay is very much different from/to/than that one

Activity 2 **Use appropriate prepositions in the following sentences**

a. He is disqualified __________ the post.

b. She is not eligible __________ this post.

c. He is __________his family.

d. I am not interested __________ politics

e. He is jealous __________ my power and position

f. The boy is negligent __________ his studies

g. Are you obedient __________ your parents?

h. The teacher is very popular __________ his students

i. He is proficient __________ English.

j. I am sorry __________ my delay.

k. Are you satisfied __________ your job?

l. This food is sufficient __________ ten people

Activity 3 **Read the following passage and identify the prepositions in it**

His working hours varied a good deal. Usually he started at six in the morning. He usually travelled by boat. As his work was tiring, he liked to relax in the evening. Sometimes he went out with his friends to a cafe for a cup of tea or coffee. Quite often he went to the theatre. He enjoyed watching plays about romantic love. On weekends he sometimes read books till late at night.

Notice what kind of words the prepositions precede and follow.

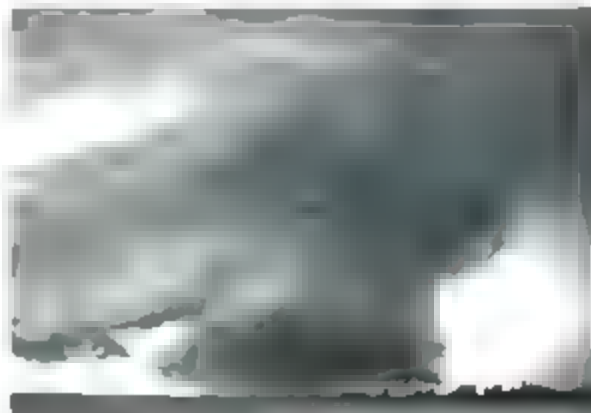
09 Sentences 9/1: Clauses

A clause is a group of words that contains a subject and a predicate.

There are two kinds of clauses: independent and subordinate clauses. A clause may be either a sentence (an independent clause) or a sentence-like construction within another sentence (a dependent or subordinate clause)

A The Independent Clause

An independent clause expresses a complete thought and can stand by itself as a sentence. If you recognize a sentence, you should be able to recognize independent clauses.

Look at the following examples:

Many people are afraid of tornadoes.

A tornado can be terrifying.

A tornado is a violently revolving storm.

In the centre of the tornado is an area of calm air.

The centre of the tornado is known as the "eye".

This eye is formed by the air spiraling around it.

This eye is simply a hollow space.

All the above sentences are independent clauses. A sentence may have more than one independent clause

For example,

A tornado is a violently revolving storm and **it can be terrifying.**

The centre of the tornado is known as the "eye", but **it is simply a hollow space.**

Activity 1 **Write down ten independent clauses about yourself.**

B The Subordinate Clause

A subordinate clause is a group of words that has a subject and a predicate but cannot stand by itself as complete sentence because it does not express a complete thought. While an independent clause can stand alone as a complete thought, a subordinate clause cannot stand alone. Subordinate clauses are sometimes called dependent clauses.

Look at the following examples. Each sentence has two parts, and in each part there is a subject and a predicate. However, the second part in the first sentence and the first part in the second sentence cannot stand alone, and therefore, they are subordinate clauses.

The crowds cheered to greet Mashrafi when he entered the stadium.

As he walked across the field, he waved back to the audience.

Study the following sentences, which contain subordinate clauses. Notice that the subordinate clauses are introduced by words like *since, when, if, as, who, which* and *that*.

Luna, **who was the Roman goddess of the moon,** gave us the word *lunatic*.

Since at one time the moon was believed to cause madness, people avoided moonlight.

Anyone **that slept with the moon shining in his/her face** might become mad.

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Even today many people feel uncomfortable **if the moon shines in on them while they are sleeping.**

(The examples above have been taken from **Warriner's English Grammar and Composition**, 1973)

A sentence may have more than one subordinate clause. For example, see the last sentence above.

B 1 Kinds of subordinate clauses:

A subordinate clause may function as an adjective, an adverb, or a noun

i) **Clauses used as adjectives:** A subordinate clause functions as an adjective if it modifies a noun or a pronoun. Such clauses are sometimes called **adjective clauses.**

Look at the following sentences. The subjects of the subordinate clauses are underlined, and the predicates are shown in bold type

The *movie* that you **recommended** to me was good.

(Which movie? The one that you recommended to me)

A *doctor* who **takes care** of children is a pediatrician

(Which kind of doctor? A doctor who takes care of children)

In the above sentences, the subordinate clauses, *that you recommended to me*, and *who takes care of children*, *are* **adjective clauses.**

Most adjective clauses begin with a **relative pronoun.**

that which who whom whose

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You may also introduce adjective clauses with **relative adverbs:**

after before since where why

for example It was a *place* <u>**where** crowds gathered in the evenings.</u>

(Subordinate clause)

ii) Adverb Clauses: A subordinate clause functions as an adverb if it modifies a verb, an adjective, or an adverb Such clauses are sometimes called **adverb clauses**

Here are some examples of **adverb clauses:**

Before you buy a television, you *should compare* prices

(modifies verb)

Aleya was *proud* **that the theatre group chose her.**

(modifies adjective)

Like adverbs, adverb clauses tell *how, when, where*, and *to what extent*. They may also explain *why*.

Look at the following sentences:

How The building *swayed* **as though it would collapse.**

When **Before the storm started,** Nayan *took* shelter in a building.

Where We *can have* lunch **wherever you want.**

To What Extent Maya *studied* the poem **until she had memorized it**

Why Shahed *came* early **so that he would get a good seat.**

iii) **Noun Clauses:** Some subordinate clauses function as nouns in sentences.

Such clauses are called **noun clauses.** A noun clause may function as a subject, a predicate nominative, a direct object, an indirect object, an object of a preposition, or an appositive.

Examples:

Subject	**That he is generous** is evident.
Predicate Nominative	That is **what we decided**
Direct Object	I don't know **where Seema is.**
Indirect Object	Give **whoever is coming** a message
Object of a Preposition	I was criticized for **what I did**
Appositive	The subject of my speech, **that taxes should be lowered**, was well received

You may introduce a noun clause with either an **interrogative pronoun** (such as, *who, whom, whose, which, whatever, whoever, whomever*, etc.) or, a **subordinating conjunction** (such as, *how, that, when, where, whether, why*, etc.)

Activity 2

Identify the subordinate clauses in the following sentences.

I couldn't remember when you were going to present your paper on "Education and Development".

After you finish this work, let's discuss the plans for your next project

If you agree, we can work as a team.

While I talked, I noticed that she was not actually listening to me

Activity 3

Add an independent clause to (either at the beginning or after) each of the following subordinate clauses, and write the whole sentence on your paper.

i) when I woke up this morning

ii) if it rains tomorrow

iii) but I have to finish my homework

iv) although we met before

v) which you promised to do

9/2: Meaning and Types

A **Read the following examples.**

1 Bill Gates is the founder of Microsoft.

2 He is the pioneer of modern Information Technology

3. He is doing a lot of works for the service of humanity

Now read these examples:

4 wonder is the of modern science mobile phone.

5. contact with people can others mobile phone within a second through

6. reduced it has labour our time and

Thinking questions

- Do the first three examples express meaning?
- What about the next three examples?

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- Do they express meaning? If not, rearrange the words in each example to make it meaningful.

A sentence is a group of words at least with a subject and a verb expressing a complete sense.

Activity 1 **Work with a partner. Identify which ones are sentences and which are not.**

(a) Farida, a primary school teacher, works in the district of Lalmonirhat (b) As a social worker she started. (c) Under her close monitoring she has managed (d) She has managed to stop many early marriages of girls' students (e) Many girls have realised the need for education and they are attending schools. (f) Like Farida many other women are coming forward too. (g) Local authority is also very helpful and providing support to Farida's effort (h) She has been able to draw the attention of many parents. (i) Her efforts have also drawn the attention. (j) Different medias and international organizations are highlighting about Farida's. (k) Currently she has been selected for an international award

Types of Sentences: according to meaning

B Now read and study the following sentences.

1. Cricket has got much popularity in our country
2. Still many people are not interested to watch this game
3. Do you like to watch this game?
4. Let's watch a cricket match this evening.
5. Talk to your mother for permission to go to the stadium
6. Call Asif to accompany us.
7. Oh, What an interesting idea it is!
8. How enjoyable and thrilling the match will be!
9. May our cricket team win the 'World Cup'!

What do the *sentences 1 & 2* express and what is the difference between them?

The 1st one is an affirmative sentence and the 2nd one is a negative sentence They express statement So **a sentence which expresses/makes a statement or assertion is called an Assertive sentence.**

Now notice the *3rd sentence* and try to fill in the following gap with the right word. The 3rd sentence expresses __________ and it is an Interrogative sentence So **a sentence which expresses/asks a __________ is an Interrogative sentence.**

Now notice the *sentences 4, 5 and 6* The sentences express *proposal, advice* and direction/instruction respectively, and these are **imperative sentences.** So **a sentence which expresses __________ is called an imperative sentence.**

Notice sentences *no. 7 and no. 8*. They express __________ and they are exclamatory sentences So a **sentence which expresses __________ is an Exclamatory sentence.**

Now notice *sentence no. 9* The sentence no 9 expresses ----- --- and it is an Optative sentence. So a **sentence which expresses---------- is an Optative sentence.**

Activity 2 **Identify the different kinds of sentences from the given text. Work in groups.**

Patriotism is a noble virtue It is an inherent human quality 2 Have you heard the name of Birsreshtha Mostofa Kamal? 3 Read his biography. 4. See how brave he was! 5. He laid down his life for the sake of his country 6. Do you know his birthplace? 7 Every year on 16th December the nation pays special homage to the heroes like him. 8. Different organizations organize different programmes highlighting the day. 9 May the Almighty bless our national heroes. 10 Have you ever participated in any programme on this day?

Activity 3 **Match the items in column A with those in column B to make sentences.**

Column A	Column B
1 News paper plays	a have the habit of reading newspaper every day.
2. It publishes	b enrich his general knowledge and makes him aware of current issues.
3. A student must	c important news and views of home and abroad.
4. Mere bookish knowledge is	d false and partial reports in the newspaper.
5 A news paper helps him	e not sufficient in the competitive world
6. A man who does not read	f he/she cannot take part in the talks and discussion.
7 Being ignorant of the current affairs	g is like a frog in the narrow well.
8. Newspaper highlights	h the good reports and avoid the bad ones.
9. Sometimes there are	i news of various interests and views of important personalities.
10. We should accept	j a vital role in modern civilization.

9/3: Sentences: Structures and Types

In the previous lesson you have learned that sentences may be classified according to their purpose or meaning: *assertive* (positive/negative), *interrogative, imperative* and *exclamatory*. Another way to classify sentences is according to their construction, the kind and number of their clauses.

A The Simple Sentence

A simple sentence has one independent clause and no subordinate clauses.

Look at the examples of simple sentences below. Notice that **a simple sentence** may have a **compound subject** (sentence 2) or a **compound predicate** (sentence 3) or **both** (sentence 4). A compound subject consists of two or more connected subjects that have the same verb. A compound predicate consists of two or more connected verbs that have the same subject.

1. Bangladesh has some beautiful tourist spots.
2. **The tea gardens in Sylhet** and the forests of **the Sundarbans** are favourite tourist attractions. (The two parts of the compound subject have the same verb, are.)
3. We **planned** to go to Syhet but then **went** to the Sundarbans instead.
4. **Paban and Sara brought** some bananas and **fed** the monkeys.

Activity 1

Identify the compound subjects or the compound predicates in the following simple sentences.

i) The manager and his secretary went out to lunch.

ii) The manager finished his ice cream and ordered for a coffee.

iii) Hasan, Karim and Shahana will go on the field trip with us.

iv) Jogging, swimming, and cycling are good exercises

v) Jogging strengthens the heart and lungs but is hard on the knees and ankles

Activity 2

Make sentences by adding compound subjects to these predicates.

i) ___________________ are competing in the race.

ii) ___________________ make good pets.

iii) ___________________ went to Bhutan on holidays last week

iv) On Shihab's study table ___________________ were piled

v) ___________________ amused the audience at the circus thoroughly

Activity 3

Make sentences by adding compound predicates to the following subjects.

i) At the Trade Fair we ___________________

ii) The doctor ___________________

iii) The singer ___________________

iv) Last week some of my friends ___________________.

v) Jack and Jill ___________________.

B The Compound Sentence

A compound sentence has two or more independent clauses but no subordinate clauses.

The independent clauses are usually joined by some connecting or linking words such as, *and, but, or, nor, for, yet, however, therefore, etc.* We can also join the independent clauses by using a *semicolon*

Following are some examples of compound sentences

I like jogging, but I like swimming better

Razzak graduated last year, and now he works in a private bank

I wanted to go to the concert, but I didn't get the ticket

The giraffe has a long neck and long legs, but it is a very graceful animal.

Fruits and vegetables should be a part of everyone's diet, for they supply necessary vitamins

It was a good day for outing, I went cycling in the countryside

C The Complex Sentence

A complex sentence consists of one independent clause and one or more subordinate clauses.

We had lunch at the student cafeteria when we visited the college

He gave her a pair of bangles *which belonged to his mother.*

While we walked along the beach, **it started raining.**

Activity 1 **Read the following sentences and identify them as simple, compound or complex sentences. Explain how you made the classification:**

The blue Toyota car in the parking lot is mine

Although I'll miss driving the car, I'll sell it if I can get a good price

The blue Toyota car in the parking lot is mine, however, I might sell it.

Activity 2

Identify the principal clauses and sub-ordinate clauses from the text below and locate the connectors. The first one is done for you.

a Illiteracy is a curse which is the root cause of ignorance.

Main clause Sub-ordinate clause

b If a man is illiterate, he gets little opportunity to contribute to the society.

c Abdul was an illiterate man, but he was very eager to learn about things.

d One of his friends asked him why he was not attending a night school

e Then he got himself admitted into a night school and started studying there.

f Although it was difficult for him, he continued going to school

g He was poor but he was ambitious.

h Since he worked hard during day time, he studied at night

i. His teachers helped him much when he found any difficulties

j He did not sleep at night until he could complete his home work

k He did a lot of voluntary works for the society even though he was busy

Activity 3

Identify simple, complex and compound sentences from the following text.

(a) Once there lived an old king. (b) He had much wealth and he was happy. (c) At the same time he had much curiosity to acquire knowledge and information. (d) He wanted to acquire knowledge on different subjects so that he could apply them in his personal life. (e) He asked his chief minister to invite the scholars of his country. (f) When all the scholars came to his court, he told them to provide him books on all sources of knowledge. (g) The scholars were happy and they went to collect. (h) Ten years later the scholars came back with 5000 books. (i) When the king saw all these books, he was overwhelmed. (j) He told them to get the books return and reduce the numbers. (k) In spite of having much responsibility of kingship, he did not give up the hope of acquiring knowledge. (l) When the scholars returned again with same 5000 books, quite a few years had gone by and the king had become older and fallen ill. (m) He did not have much time to read all these books. (n) Though the king was sick, he met the scholars and thanked them for their kind efforts.

Activity 4

Fill in the blanks with the given words.

(and, but, or, both, and, not only—but also, therefore, who, when, , how, if, whether, because, as, so that, since, though, although, before, after)

(a) Razia is a garment worker ______ works from morning to late night. (b) ______her father's death , she became helpless. (c) She had to leave school

______ her mother could not afford to bear her expense. (d) ______ she works hard, she does not get enough money to support her family and herself. (e) In school she was ______ a good student ______ a good singer. (f) Her mother married her off ______ she was only 14. (g) When her husband died at the age of 20 she had no alternative ______ to join a garment factory. (h) She works there ______ at the same time studies in school programme of Bangladesh Open University. (i) Her teachers helped her a lot ______ she could do well in the examination. (j) She struggled hard ______ came out successful in getting her degree.

Activity 5

Complete the following sentences.

1. Rashed is a slum boy who ______________________
2. Every day he starts working early in the morning so that ____________.
3. Though he works hard, ____________________
4. He collects waste papers, plastics and ________________
5. In his free time he studies though ______________
6. He tries to add income to his family as ________________
7. If you talk to Rashed ______________
8. He has dreams which ___________________
9. He is not seen sometimes when ____________.

9/4: Wh-Questions

A Read the text and answer the questions that follow.

Rahmat, a farmer lives in the village of Tanoir. He cultivates the lands of others. He leads a very ordinary life. He always shares his joys and sufferings with his neighbours.

From the above text we can make Wh –Questions like this:

1. Who is Rahmat?
2. Where does he live?
3. Whose land does he cultivate?
4. How does he lead his life?
5. Who does he share his joys and sufferings with?

Activity 1

Fill in the gaps to understand what wh-question is.

A Wh- question is a question which begins with ____________. The answers to Wh- questions cannot be given by just _________ or ___________. Answers should usually be in a sentence.

Notice how wh- questions are made

What:

Rafiq's word made me laugh. **His behaviour** made me unhappy. I was thinking of **sharing my feelings** with my friend, Aysha.

Wh questions *What made you laugh? What made you unhappy? What were you thinking of?*

Who:

Nipa is doing good in English. But her **sister** Sima is still quite weak in English **Abir** s teaching English to both of them.

Wh questions - *Who is doing good in English? Who is still weak in English? Who is teaching the sisters English?*

Whose:

My book was stolen I took Liza's book. Aleya's book was missing too

Wh question - *Whose book did you take? Whose book was stolen? Whose book was missing?*

Which:

t was a football match between the students of class 9 and 10 The students of class 9 won the match.

Wh question – *Students of which classes were playing the match? Which class won the match?*

Where:

We're going to Rajendrapur tomorrow We'll stay in the Green Resort there From there we'll go to Tangail the next day.

Wh question *Where are you going tomorrow? Where will you stay? Where will you go from there?*

When:

The show will start at 7 pm. I am going there at 6.30 pm. My friend will meet me there at 6.40 pm.

Wh question - *When will the show start? When are you going there? When will your friend meet you?*

Why:

I didn't go to school yesterday as I was not feeling well. I called my friend to know the home work.

Wh question - *Why didn't you go to school yesterday? Why did you call your friend?*

How:

We'll go to *Chattogram* by train tomorrow. We'll stay there for two days.

Wh question - *How will you go to Chattogram? How long will you stay there?*

Note: **How** is often used to express *how far, how much, how many, how long, how slow, how fast*, etc. e.g. *How far is Chattogram from Cumilla? How long does it take to go there by bus/train?*

Activity 2

Now make Wh Questions from the given text (who, which, what, when, how, which, why)

a. The liberation war took place in 1971.

b. The heroic sons of our country fought against the Pakistani occupation forces.

c. Their main target was to set the country free.

d. People of all classes including young, old, and women supported the liberation war.

e. Many countries of the world came forward to help Bangladesh.

f. About 30 lac people laid down their lives to make the country free.

g. Finally Bangladesh got victory on 16th December 1971.

h. Every year we celebrate the day with great enthusiasm.

i. National dailies publish special features.

j. Different electronic media broadcast special programmes.

k. Government offices and important buildings are colourfully decorated.

l. People celebrate the day with great joys.

Activity 3

Make Wh Questions for which the underlined words in the following sentences could be the answers.

a. Bangladesh is famous for its garments industry.

b. The readymade garments of Bangladesh are very popular in Europe and America.

c. About 80% workers are female in the garments industry.

d. They have to work for about 8-12 hours.

e. But their wages is not satisfactory.

f. Though they work hard, their standard of living is not good.

g. Sometimes they have to fight for the regular payment of their salary.

h. Sometimes they have to face tragic death because of fire or such other accidents.

i. The tragic incidents of Rana Plaza took away lives of more than 1000 people.

j. Thousands of people were wounded.

k. Many people actively participated in the rescue work.

l. Some of the volunteers lost their lives while working there.

m. After that incident all concerned came forward to improve the work condition of garments workers.

9/5: Tag Questions

A Read the following conversation:

Sam : It's a nice party, **isn't it**?

Zinia : Yes, it is indeed. We're going to stay the whole night, **aren't we**?

Sam : I think so. By the way, I haven't seen you for a long time.

Zinia : I was in the USA for six weeks.

Sam : Oh, really? You didn't go there on business, **did you**?

Zinia : No, I didn't. Actually I went there to attend my brother's graduation ceremony.

Sam : You are not going away anywhere soon, **are you**?

Zinia : No, I'm not. You missed me, **didn't you**?

If we study the above sentences, we notice that each of the sentence ends with a question. These questions are different from the wh-questions or 'yes/no' questions. These are called **tag questions.**

We also notice that, if the **statement is affirmative**, the **tag question is negative**. If the **statement is negative**, the **tag question is affirmative**.

So, a **tag question** is a kind of question asked by the speaker after a negative or an affirmative statement during conversation. They are normally used in speech when we want to:

- confirm that something is true or not, or
- to encourage a reply from the person we are speaking to

1 **Intonation and meaning:**

When a tag question is spoken, the voice can go up or down.

It is a nice party, isn't it?

A falling intonation means the speaker is sure (or almost sure) that the statement is true. He/she only wants to confirm. The tag is not really a question.

A rising intonation means that even though the speaker expects to hear 'yes', the speaker is less sure and wants to know.

You didn't go there on business, did you?

B **Why do we use tag questions?**

We can use tag questions to verify or check information that we think is true, or to check information that we aren't sure about.

The interesting things about tag questions are that they have varied uses. The tag question is in fact a typical feature of conversation in English.

<u>**Different uses of 'tag questions':**</u>

C **Read the following tag questions:**

You have known Shumona for a long time, **haven't you**?

Shumona is Bangladeshi, **isn't she**?

She lives in Dhaka, **doesn't she**?

She has lived here all her life, **hasn't she**?

She went to Delhi for higher studies last year, **didn't she**?

She speaks good English, **doesn't she**?

She can help you, **can't she?**

But she wouldn't, **would she?**

Note f the verb used in the statement is an auxiliary verb, then the auxiliary verb is repeated in the tag question If a modal (can, could, will, should, etc) is used in the statement, then the same modal is used in the tag part. If the statement doesn't use an auxiliary verb, then the aux iary 'do/ does/ d d is used in the tag question.

D Read the following tag questions.

He hardly watches movie, does he?

He never came back, did he?

Note: If there are words such as *seldom, hardly, barely, scarcely, nothing, none, no one, neither, few, little, never* in a sentence, it is considered as a negative sentence Therefore, notice that tag questions are in affirmation

E Read the following examples.

Nobody likes to be cr ticized, do they?

Everybody wanted to talk to the celebrity, didn't they?

Note: f *everybody, all, somebody, someone, anybody, any one, no one, none* is used as a subject, then the subject of the tag question would be '**they**'.

F Read the following examples.

Nothing was easy, was it?

Anything will be all right, will it?

Note: If *anything, something, everything, nothing* is used as a subject, then '**It**' would be used as a pronoun.

Read the examples below:

Take a seat, won't you?

Help me, will you?

Close the door, would you?

Let us go out for a walk, shall we?

Activity 1

Add tag-questions with appropriate punctuation mark to the following sentences.

1. Flowers are the gift of nature ________________________
2. Everybody loves flowers ________________________
3. Today, people use flowers in different occasions ________________
4. We need flowers for decoration ________________________
5. These are also used to greet important persons ___________________.
6. Now people cultivate flowers ________________________
7. Flowers are also being exported now-a-days _____________________
8. However, flowers cultivators lack financial support ______________
9. The government should come forward to support them ________.
10. These products can earn huge foreign currency ___________________.

Activity 2

Add tag-questions to the following sentences.

1. Ismail Hussain is a small trader.
2. First, he took loan from BRAC bank.
3. Then he started a poultry business.
4. He began to pay the interest of that loan from the profit he got
5. Other people of the village were influenced by Ismail.

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6. They also took loan from BRAC bank.
7 Gradually all these people began to change their economic conditions.
8 They are now quite solvent.
9 They are now able to send their children to schools
10 They have hopes and take part in different social activities
11 But many people are not still aware of the matter
12 They do not consider the microcredit programme positively.
13 Some people criticise the programme
14 Yet micro-credit has got popularity in the outside world.
15 Some countries of the world are now operating micro-credit in their countries.

Activity 3 **Complete the following dialogue by adding question tags.**

Tanim: Well, Neena, you went to see Hamlet last night, didn't you?

Neena: Oh, yes. I did. But how do you know? You didn't come to my house, ____________.

Tanim: No, I didn't. Tell me, you couldn't hear the dialogues very well from where you sat, ____________.

Neena: No, I couldn't. But how do you really know? I'm sure you were there, ____________?

Tanim: Yes, dear. I was sitting two rows behind you

Neena: Why didn't you come and talk to me after the play?

Tanim: You were with Harun. You wouldn't have liked that, ____________?

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9/6: Short Answers

Short answers with yes or no

A Read the conversations.

: Have you ever visited the Tajmahal?

: Yes, I have.

: Did you go alone?

: No, I didn't. I went with my parents.

: Did you like it?

: Oh, yes, I did. It was magnificent.

: Did you visit the whole complex?

: Yes, I did. It was fascinating.

Notice that we could answer all the questions in the above conversation with just **yes/no**. But in many contexts it wouldn't sound very polite. Hence, a *short answer (Yes, I did. No, I didn't, and so on) is more usual.*

Usually we don't use a full sentence to answer a wh-question, but to add emphasis and, for variation we can sometimes use a full sentence.

Short Answers for requests, suggestions, offers and invitations.

Read the following texts and notice the short answers given.

Requests:

Would you like to have a cup of tea?

Yes, of course. Or yes, please. or

No, thanks/ sorry, I've just had one cup.

Could you please come to the kitchen?

Yes, of course/ Yes/ ok/ Sorry, I'm busy now, etc.

Suggestions:

Shall we have some snacks now?

Okay.

Yes, we can.

Sorry, not now. The tea break is after half an hour.

Offer

Shall I get a taxi for you?

Yes, please. That's very kind of you.

Thanks, but my brother is coming to pick me up.

Invitations:

Would you like to attend the wedding?

Of course, I would. I'd love to!

I'd love to but I will be away at that time.

Yes, thanks a lot.

Note: Remember that when you give a negative answer, i.e. you say 'no', it's polite to give a reason.

Activity 1

Read the conversation between a doctor and his patient. Fill in the gaps with short answers. Add yes/no where you can.

Doctor. Good morning. What has brought you along today?

Patient. Morning, doctor. I haven't been feeling well recently

Doctor: Do you feel feverish?

Patient: Yes, I do.

Doctor: Do you have any headache?

Patient: ________ Actually I'm having headaches quite often.

Doctor: Have you taken any medicine?

Patient: No, ____________________

Doctor: Do you often feel tired?

Patient: ____________________

Doctor: Did you have sound sleep last night?

Patient: ____________. But usually I don't sleep well at night

Doctor: Do you feel thirsty very often?

Patient: Well, not so much.

Doctor: Are you feeling thirsty now?

Patient: ____________ Well, doctor, is it anything serious?

Doctor: Don't worry. I think it's just a cold

Activity 2

Complete the answers. Put of course, okay, I'd love to, please, sorry, no, etc. If the answer is negative, try to give a reason.

1. Would you like to go to the zoo? :Yes, ____________
2. Shall we take a taxi? :Yes, ______________
3. Would you like to go for a walk? Sorry, ____________
4. Would you please lend me your camera for one day?
   Yes, ____________
5. Do you like ice-cream? Yes, ______________
   No, ____________
6. Are you coming to the party tonight? :Yes, ________ I'd love to, but

9/7: Connectors

A Read the following text and notice the underlined linkers:

Recently in a meeting on 'International Women's Day' it was discussed that violence against women has decreased in the country. The social status of women has been improved and they are now taking part in family decisions. If women are empowered, they will be good mothers. The present government is providing a lot of supports to educating women so that they can become independent. They have come out of their cocoons in order to change their lot. They are working in the garment industries which contribute much to our economy.

A linking word is used as a conjunction to join two or more words, phrases and clauses together.

Activity 1

Read the following text and notice and underline linking/ transitional words in it.

Just as some people collect stamps or butterflies, if you have a camera you can make a collection of certain kinds of pictures. One amateur, for example, has been taking shots of homeless children on park benches. He has a large collection of these pictures. Similarly, another enthusiast has made pictures of various kinds of vendors and hawkers selling their goods on the streets of the large town in which he lives. A third collected pictures of writings and paintings on the bodies of buses and rickshaws. Later, he sold some of these pictures to a cartoonist for a price with which he could buy a more sophisticated and professional camera.

Let us study more about words used as linking words.

Use of that, and, as well as:

I know **that** he will help me.

This is the boy **that** helps you a lot.

We work **that** we may earn.

He went to market **and** bought a shirt.

They are very friendly **as well as** cooperative

Here in each sentence 'and, that, as well as, have been used to join two clauses.

Use of but:

He is lean **but** he is strong.

Our country is small **but** it has got huge resources.

They work hard **but** they get very poor salary

Here in each sentence 'but' has been used to join two clauses that express opposite sense.

Use of since, as, because:

As he worked hard, he got GPA 5 in the SSC examination

We could not attend the programme **since** the weather was very rough.

Bangladesh won the match **because** the players had a good team spirit.

Here in each sentence as, since, because, have been used to express reason.

Use of so that, in order that, lest:

They work hard **so that** they can support themselves about their study

They study up to late night **in order to** do well in the examination.

Run fast **lest** you should miss the bus.

Here in each sentence so that, in order that, lest, have been used to express purpose.

<u>Use of before, after:</u>

The train had left the station ***before*** *we reached here.*

The train left the station ***after*** *we had reached there.*

Here in each sentence before, after, have been used to express time of function.

<u>Use of till, until, when, while, so long, as long as:</u>

I will wait here **until** he returns.

When we were in Dhaka, we often went to the stadium to watch cricket.

You will be able to reach the goal **so long** your purpose is honest

As long as you remain honest, you will succeed.

She was reading **while** I was sleeping

Here in each sentence till, until, when, while, so long, as long as, have been used to express time of function.

<u>Use of even though, although, though, in case, unless, provided, provided that:</u>

I have to go to office now **even though** it is raining hard

I always listen to the teacher's lecture **in order that** I can understand clearly.

In case you fail to come in time, you will miss the train.

Though he worked hard, he could not come out successful.

Here in each sentence even though, although, though, in case, unless, provided, provided that, have been used to express time of function.

Use of in spite of, despite:

He attended the programme **in spite of** illness.

He carried on working **in spite of** being ill.

I completed the task **despite** not feeling well

We use in spite of, despite before a noun phrase or- ing form of verb.

Use of in case:

I'll write his name **in case** I forget it.

Take some water **in case** you get thirsty on the way.

We use 'in case' to talk about doing something because something else might happen later.

Use of 'both and',

We **both** love **and** respect him.

Both karim **and** Rahim will join the party

Kazi Nazrul Islam was **both** a poet **and** a philosopher.

We use 'both- and' to express two qualities or things.

Use of either—or/ neither—nor

Either he **or** his brothers have done the job

Either you will do the work **or** you will let me do it

Neither you **nor** your friend attended the party

He will **neither** play **nor** study.

We use 'either—or' to express one out of two and we use 'neither ---nor' to express none of the two.

Activity 2 **Complete the following exercise using the linking words in the box below.**

who, unless, also, as, even, nor even, if, so that, however, which

Illiteracy is a curse __________ is a root cause of ignorance. A man __________ is illiterate has to face lot of challenges in life. No development efforts can be successful __________ illiteracy is removed. Illiteracy in a country like Bangladesh is a difficult task. No individual, community or organization __________ the government is capable of solving this huge problem __________ most of the people are careless in this respect. Students __________ are the future hope of nation should come forward to solve the problem. __________ one student take responsibility to literate one illiterate man, the rate of illiteracy may reduce soon. Therefore, the government should give incentive to the students __________ they come forward to take the initiative. Mass media can play a vital role to make the people conscious.

Activity 3

Complete the following text using linking words.

Many people live below the poverty line __________ they cannot afford to educate their children. __________ the children start school in their early life, they cannot not continue their studies. Their parents engage them in work __________ they can support their family. Food for education programme __________ started in the early nineties has largely contributed to motivating the children to attend school. Many parents are now sending their children to school __________ they become educated. __________ government has financial and resource constraints, it is trying to provide maximum opportunity for education.

Activity 4

Join each set of sentences in a) and b) to make one sentence for each number. Then write down the sentences in the form of paragraphs. You'll have two paragraphs of four sentences each.

a
1. He had started early He missed the train
2. He missed the train. He took the bus.
3. He was late for an hour He reached the meeting before it was over
4. He took a loan from the bank He bought a car

b
1. My friend and I wanted to take a vacation We wanted to go to Bhutan.
2. I did not get leave from the office We decided to go somewhere new.
3. My friend suggested going to the Bandarbans I thought that was an excellent idea.
4. We arranged to go to the Bandarbans on Friday evening We planned to come back on next Monday morning.

9/8: Punctuation Marks

Use of Full stop (.)

Many animals make noise for protection. A gorilla pounds his chest loudly. A woodpecker taps his beak on a tree. Both sounds warn nearby animals. They tell them to stay away. I wonder what signals fishes use to protect themselves from danger and attacks. Think about it.

Periods or Full stops signal the end of all sentences except questions and exclamations.

It may also be used to end an indirect question, and to end a mild command. We use full stop to express abbreviation/initials:

He has an M.A degree in English.

The U.S.A stands for the United States of America.

Mr. Sharif Ahmed and Mrs. Najma Ahmed are both teachers.

Use of Comma (,)

We use comma to separate the items in a list:

I like mango, banana, guava and pineapple.

We use comma to separate the adjective.

The lady is very soft spoken, pleasant and friendly.

I have a red, blue and green striped dress

We use comma in coordinating clauses.

I wish I could have gone to the show, but I had to go to the doctor

We use comma before case in apposition.

Musfikur Rahim, captain of Bangladesh cricket team, plays very well.

We use comma with vocative case.

Kama , come and show me your homework

Tell me, my dear students, what can I do for you?

Do the work, Kamal.

We use comma after every pair, when there are many pairs of words.

Black and white, high and low, rich and poor, all are equal to God

We use comma in direct speech.

He said, "I'll help you".

She said, "Thanks a lot. That's very kind of you."

We use comma to separate numbers.

I need Tk. 4,87,900 only.

<u>**Use of Semi-colon**</u> (;)

We use semi-colon to express pause longer than comma.

We went to a party, it was a big gathering, we enjoyed much.

United we stand; divided we fall.

When some coordinating clause is joined with therefore, yet, however, so, otherwise, still, nevertheless, etc. and express opposite meaning, we use *semi-colon.*

He worked hard, yet he could not come out successfu .

<u>**Use of Colon**</u> (:)

We use colon to explain anything.

We wanted to attend the party: we had enough time.

We use colon between the speaker and the dialogue.

Kamal. Would you like to go for a walk in the woods?

Jamal That would be great!

<u>**Use of Note of Interrogation/question mark**</u> (?)

A question mark is used to end a direct question:

What do you want to be when you grow up?

Note that if you write a series of questions, each is followed by a question mark:

Uncle Kar m asked, "What profession do you think you w ll enter? Medicine? Law? Business?"

Note that the final question mark does not take a full stop (period) after the quotation mark.

<u>Use of Note of Exclamation</u> (!)

An exclamation point is used after a sentence or a phrase or a word that expresses a strong emotion:

Hurrah! We have won the match.

What a wonderful day!

How beautiful the picture is!

Leave me alone!

<u>Use of quotation marks</u> (" ")

Quotation marks are used to enclose words, phrases, or sentences that are quoted directly from speech or writing

The Mayor said that he was "confident" that he would win reelection.

"Are you coming to the party this evening?", she asked.

Yesterday's editorial went to say, "The Minister reassured the college principals that he would hire more subject based teachers, especially for English and Mathematics."

<u>Use of Apostrophe</u> (')

To express possession:

This is Sam's house

Also, to delete any letter in a word:

What's (what is) the matter?

<u>Use of Hyphen</u> (-)

To join different parts of a compound word we use hyphen

Father–in law, brother-in law

To complete an incomplete word in a line we use hyphen.

> *I talked to the Gover*
>
> *nor about the issue last week.*

<u>**Use of Dash**</u> (_)

A dash indicates a sudden interruption in tone or thought:

I bought many things from the fair books, shirts, pants, watch, etc

A dash may be used to lend greater emphasis to an appositive:

My aunt Mona-a wonderful woman-is coming to visit us.

It may be used to set off a word, a phrase, or a clause that summarises a preceding list:

Grown up men, women, children people of all ages love picnics

<u>**Use of Bracket**</u> ( )

John (a little boy) loves to eat kabab

He likes any kind of kabab (tandoori, shik, or boti), as long as it is well done and juicy.

We use bracket to express parenthesis, i.e. to enclose words, phrases that are not essential to the meaning of a sentence but that clarify or comment on a point made in the sentence.

<u>**Use of Capital Letters**</u>

1. *Our liberation war took place in 1971.*

   The beginning word of a sentence begins with capital letter.

2. He said to me, "Where are you going?"

The first letter of the first word within inverted commas used for quotations would be a capital letter.

3. Dhaka, Bangladesh, North South Road

To express proper noun, proper adjective and title, capital letter is used.

4. *I shall be telling this with a sigh*

Somewhere ages and ages hence:

Two roads diverged in a wood, and I –

I took the one less traveled by,

And that has made all the difference

Each line of an English verse begins with capital letter.

5. We are going to picnic next Monday

Our examination will be held in November.

The Liberation War took place in 1971

Capital letter is used before days, months and historical events.

6. Alexander, the Great, invaded India.

To express title, designation, capital letter is used.

7 He is an M.A in English.

To express abbreviation, capital letter is used.

8. The teacher said to the boy, "Work hard and you will succeed."

Capital letter is used in the first word of the quotation

9. My dear mother, Dear sir.

Capital letter is used to address someone in a letter.

10. The Quran, The Bible, The Daily Star.

Capital letter is used to write the name of a famous book, newspaper and journal.

11. Dhaka University, The Globe Publications, The United Groups.

To write the name of an educational institute, business group, name of a publication, capital letter is used.

12. English, Chinese, Arabic, History, Mathematics.

Capital letter is used to write the name of a Language and name of any subject...

13. The Titanic, the Tajmahal, The Tista Express

Capital letter is used before the name of a ship, historical place, name of a train.

14. The Muslims, The Hindus, The Christians, The Brahmans

Capital letter is used before the name of religious group, cast.

15. ***Small letter is used before directions but when direction is used as a geographical region or area then capital letter is used.***

The sun rises in the **east** and sets in the **west**.

But,

He spent his whole life in the **East**

She studied in the **West**.

16. O Death! you so cruel!

To personify any object, capital letter is used.

17. It was I who gave him the news

May God bless you.

O Allah, please help me fight all evil!

For pronoun 'I' and for Allah/God/ capital letter is used.

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Activity 1 **Punctuate the following sentences. Use capital letters where necessary:**

a many interesting things happen each night look over there did you see that it was a shooting star How bright it was do you know what a shooting star really is it is a burning meteor travelling through the air it travels so quickly that it leaves a glowing trail here look through my telescope watching the sky is so exciting

b Once a crow stole a piece of bread and fled with it to a tree a fox seeing her and wishing to get the bread for himself tried to obtain it by flattery what a beautiful bird you are he exclaimed your voice is very sweet and you deserve to be called the queen of birds hearing the voice the crow was highly pleased and opened her mouth to caw as she opened its mouth the piece of bread dropped from its mouth the fox quickly picked it up and went away

c hazrat omar(R) often went out for a walk in disguise at night to see the condition of the people in his state once he was passing along the street and heard the crying of some children from a cottage he went to the cottage and saw some children were crying for food their mother was boiling some water and was consoling them that food was going to be prepared soon seeing the scene Hazrat omar (R) was very upset he went to the palace and returned with some sacks of food

10 Introductory 'it' and 'there'

A Read the following letter and notice the use of 'there' and 'it' in it.

Dear Shovon,

I'm writing this to tell you about our day out at Savar yesterday. We went to Jahangirnagar University to watch the migratory birds that come there every winter. We started at 7 a.m. It was a very pleasant one and a half hour drive from Dhaka to the University. It's a beautiful campus! There is a lake running through it. The scenic beauty of the place simply charmed us. There were hundreds of migratory birds- some circling in the sky in flocks, some resting on the lake water. There were red and white water lilies in full bloom in the lake. We were not the only ones watching the birds, there were about a dozen more visitors who came to enjoy the scene. There was enchanting sound of birds chirping, splashing water and fluttering winds all around us. It was such a splendid experience!

It was almost 4 o'clock when we started back from there for Dhaka. By the way, we had a wonderful lunch at the campus. There was a roadside eating place just outside the campus gate that served the best rice and curry I've ever had.

But no more today.

Love,

Lali

Grammar point

Every sentence must have a subject, but sometimes the subject does not mean anything, like the introductory 'there' and 'it' in the above sentences. When we don't want to put a new information at the beginning of a sentence, we write it in a different way using there/it at the beginning 'There' and 'it' at the beginning of a sentence are also called 'empty subjects'

Notice that there/it is followed by the verb be.

Form There +be e.g There is /There are

There was /There were ..

It + be e.g. It is .../ it was

Use

We use the introductory **'there'** to say that something exists or existed in the past:

There is a lake in the university campus

There were hundreds of migratory birds

We usually use it to talk about something that we have already mentioned

What's that bird? It's a Siberian duck.

We can also use **it when we** talk about:

distance It's about 22 kilometers from Dhaka to Savar.

time		It was 7 a.m. when we started for Savar
nature/quality of a place		*It's quiet and peaceful here by the lake*
weather	:	*It's raining today.*

We also use **It + be + adjective** to express our feeling about something

It was wonderful to watch the migratory birds on the lake water!

It's important to share your feelings with your close friends.

It's good to know that you care for me

<u>Activity 1</u> Rewrite each sentence below by using 'there' or 'it' at the beginning without changing the meaning of the original sentence:

a Saying sorry is polite when you've done something wrong.

__________ polite ____________ when you've done something wrong.

b Using mobile phone in the exam hall is forbidden

________________________ mobile phone in the exam hall.

c Seeing your childhood friends after a long time is wonderful

____ after a long time.

d A lady is waiting for you downstairs

____________ a lady _______________ downstairs

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e I first met her two years ago.

_____________ since I ________ last.

f Hundreds of birds are on the lake water

______________________________ on the lake water.

Activity 2 **Rewrite the following sentences so that they don't begin with 'there', but would mean the same as the original sentences:**

a There is a red rose in the vase.

____

b There are three golden stars on the baby's cap

____

c There were two dogs chasing the burglar.

____

d There was a gold fish in the bowl.

____

e There are many leaves on the ground

____

Activity 3 **Fill in the blanks in the following sentences with 'there' or 'it' + be.**

a What's that in your hand?

_________ a parcel. It just came in by post.

_________ anything valuable in it? Why are you holding it so tightly?

_________ some books. Raju has sent them for you.

b We stood in front of the heavy curtains in the hall room. _________ something behind the curtains. I could sense it. I pulled the curtains. _________ a picture of a woman with a child _________ hanging on the wall. _________ a sudden silence in the room. _______ a tense moment.

11 Conditionals 11/1: First Conditional

Read some examples of first conditional sentences

Are you coming to my place?

:I'll go to your place if I finish reading the story book.

Possible action/situation in the future

:I guess I'm going to miss the train.

If you start now, you won't miss the train

Possibility immediately after the present moment

What will you do, if your first attempts fail?

If I don't succeed at my first attempt, I'll try again

first conditional in questions

:I think you are going to be late.

You haven't sent the document yet.

Hmmm I think if I send it today,

Shaymoli might get it tomorrow.

use of might: to tell about a possibility

Thank you very much for everything

No problem. Here is my card.

:If you need any extra help, just give me a call

imperative in first conditional to give advice

How to make first conditionals?

First conditionals follow this pattern

If +subject + present tense followed by subject + future tense (will/may/might + verb) + extension (if needed)

Some conditions

There will be two parts in a first conditional sentence

First conditional can be used in affirmative, negative, and question sentences.

If the if clause comes first, there should be a comma (,) where the if clause ends.

Use of 1st conditional

1. We use 1st conditional to speak about a future possibility depending on the present situation, the if part is the present condition, and the part with will/may/might is the future possibility

2. We can use the first conditionals when we talk about possibilities immediately after the present.

3. We can use may/might instead of will to say about the result of an action in the first conditional

4. We can use imperative in first conditional to give an instruction or advice.

Activity 1 **Read the e-mail written by one friend to another friend. The mail has some use of first conditionals but for each conditional sentence only a part is given. Complete the conditional sentences by selecting and adding the right part from the alternatives given below the mail.**

Dear Mithila

Great to hear from you. It is also great to know that you are coming to North Bengal. How many days are you planning to stay here? Are you going on a vacation or coming with any special assignment?

Please let me know the date of your coming and tentative stay period. I'll see you if I(a)...I'll also (b) ...., if I can manage my parents. Who else are coming with you?

I often think of our lost days. They were really so sweet! (c) ...., if you can. I will copy them from you. And don't forget your camera please for new photographs.

However, we have a possibility to go on a study tour in March. Hope that will not coincide with your stay here. Yet, if it happens, (d) ....?

Stay fine. And keep in touch.

Raifa

will you mind	Please bring your old album	try to receive you from Jaipurhat airport	have no exams that time

Activity 2

Mr and Mrs Bishwash are going to a wedding party. Complete their conversation, using the words below in first conditional.

Mrs Bishwash: If we don't hurry, (1) .... to the party on time.

Mr Bishwash: Hmmm, (2) ...., if (3) .... a bit late.

Mrs Bishwash: I'm being panicked. What (4) ....if (5) .... there?

Mr Bishwash: I'm sure they (6) .... for ten fifteen minutes if (7) .... there.

Mrs Bishwash: But it's embarrassing! We are the host. It (8) .... if some of them leave. The guests too (9) .... with us if (10) .... us there.

Mr Bishwash: Look, I'm already done!

(11) .... quickly if you keep calm.

Mrs Bishwash: Do you think Ms Perraira will come?

Mr Bishwash: She will come if (12) .... time.

Mrs Bishwash: And what about her daughter?

Mr Bishwash: She doesn't like party. But (13) .... if you insist.

Mrs Bishwash: Are you ready now?

Mr Bishwash: Yes. And hope if (14) .... bad traffic, we will reach the party house in time.

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1 we/ not get	2. it/not be	3 what/ happen
4. we/not be	5. the others/do	6 we/ not be
7 they/ wait	8 they/not see us	9 be/shame
10. guests/annoyed	11 guests/not see	12 everything/do
13 her husband/make	14. she/come	15 there/ be not

Activity 3

Read the following text which tells about some guidance for tourists in a new city. The tourist guide is written in first conditional sentences. Half of the each guidance is written in the first column and the rest half is given in the right column. Match the texts in both the columns to make conditional sentences.

If you travel in between November to March	Seek help of the police
If you travel during May to July	Keep some warm clothes with you
If you go to any place alone	Look at the city brochure
If you are lost	Go to the memorials in the evening
If you want to shop	It may have discount
If you want to avoid crowd	Don't forget your umbrella and wind cheater
If you book early	Don't delay for late hours
If you love museums	Don't speak to any unknown person

11/2: Second Conditional

A Read some examples of second conditional.

Atia : What would you do, if you came here a month ago?

Rozina : If I came here a month ago, I would travel to some more rural areas in Bangladesh. And if I came a here in my childhood, I would not leave the country ever.

Kamal : How are you enjoying your present job?

Minto : Not very good. I'm leaving this office.

Kamal : Why?

Minto : I love this office. I have been here for a long time. But the salary is too low. If they could offer me a better salary, I wouldn't leave this job.

Tamanna : If you had lots of money, what would you do?

Sefali : If I had ten million dollars, I would go for a world tour.

Grammar Point

USE

We use second conditional to talk about future depending about the past situation.

Activity 1 **You know the world is too much polluted now. Here are some suggestions on how to make the world better. Complete the sentences using the verbs and the second conditional. You may need to use the options given to use more than once. The first one is done for you.**

1. If you didn't start wars, the world would be a better place
2. If everyone .... their cars less, there .... so much pollution.
3. If people .... more recycling, they .... the environment a lot
4. People .... so unhealthy if they .... junk food
5. People .... from stress if life .... so fast.
6. Celebrities .... popular if people .... reading about them

Activity 2 **Complete this interview using the words in brackets and the second conditionals. Use short forms where necessary.**

Interviewer : If you could have another job, what .... (it/be)

Interviewee : Well I could be an NGO person. I would really be happy if I could work with rural people for their development. Alternatively, if I could do some research on Bangla literature, I might do better.

Interviewer : What NGO would you join if you had the chance? National or international?

Interviewee : I wanted to start with national level NGO However, if I continued, I would finally switch to internationa I might have more opportunities to work for my country

Interviewer . And what kind of research would you prefer if you had the chance to do that?

Interviewee . I think I would research on Jibanananda Das, if I really had any opportunity

Interviewer Is he your favourite poet?

Interviewee Yes, very much I would do comparative study between Jibanananda Das and Wordsworth.

Interviewer But you are quite successful in your current profession

Interviewee Oh yes, I'm doing good Yet, if I could develop as I dreamed, I could do better, I guess.

Interviewer . Who knows maybe you are right But do you regret your present occupation now?

Interviewee Not exactly Time has moulded me for my present job

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12 The Passive

Read the following conversations and notice the positions of *-ing* verbs.

1. Pantha : How many countries in the world use English?

   present simple passive

   Aditya : *English **is used** by almost all countries in the world.*

2. Salma : Uttam, we are going on a picnic.

   Uttam : Really! Great! Please tell me the plan.

   Salma : We are working on it. I'll tell you later.

   Uttam : Who is making the plan?

   Salma : The plan is **being prepared** by the class captains.

   present continuous passive

3. Sylvi : Who invented radio?

   Setu : It **was invented** by Marconi. past simple passive

4. Tahsin : This is a beautiful old building. When was it built?

   Orin : It **was built** in the Mughal era. past simple passive

   Tahsin : Who built it?

   Orin : It was built by a Mughal emperor.

5. Shishir : You said you took the patient to the hospital.

   Pranto : Yes, I did. Yet I couldn't save the patient.

   Shishir : Why?

   Pranto : Doctors did their best.

Medicines **were being experimented** past continuous passive

But they didn't work.

6 Pritu. Have you attended the meeting today?

Antu Yes, I've.

Pritu Would you please te me the decisions taken?

Antu It **has been decided** that some make up classes will take place in next couple of weeks present perfect passive

7. Teacher Who will take the responsibility of booking the bus for the picnic?

Student qba 's uncle is a bus driver

So booking **can be** arranged by Iqbal modal passive

Grammar Point

We use passive when object of the verb is more important than who does the work (subject) Since object is more important in the passive, object is used as subject in the sentence.

It is funny to say – Some people established the school in 1856.

So we say The school was established in 1856

Read the above texts (1-7) again and see if they prove what is said here (Grammar Point).

Passives are more used in the formal situation such as media reports and public information

Activity 1 **Complete this story about a journey using the past simple passive or past continuous passive form of the verbs in the brackets.**

My journey to Kuakata was painful. First of all, I was late to get up from my bed. I ______________ (take) to the bus stop by a rickshaw but the rickshaw ______________ (stick) in traffic jam because the road ______________ (repair). When I got to the bus stand, I ______________ (tell) that there was a problem and the bus would be late. When the bus came I ______________ (give) a seat beside some noisy young boys and girls. During the journey all through the passengers ______________ (entertain) with some cheap music and video. Suddenly the bus ______________ (stop) by some policemen and it ______________ (check) thoroughly. It took nearly half an hour. I was inwardly burning. When I arrived at Kuakata after evening, it was raining. I went to hotel where some other tourists were waiting too. We ______________ (charge) higher than the regular tariff. However, finally I ______________ (take) to a room. The door ______________ (unlock) by the porter and I was happy to see the tidy room. I just threw myself in the bed.

Activity 2 **Complete these news stories, using the passive form of the correct verbs in the box. The first one is done for you.**

visit	construct	finance	approve	benefit
~~build~~				

A new bridge is going **to be built** over the river Padma. The plan ______________ in 2014. The construction work will end in 2019. I

come to know about it from TV news. The whole project ______________ by the government of Bangladesh without any support from any donor countries or agencies. The people of southern districts ______________ hugely as soon as the bridge ______________. The bridge will connect the southern districts to the capital city. This will save the travel time of the people living in those districts. The report says that several national and international companies have started their work. The construction sights ______________ by Communication Minister and other high officials.

Activity 3

Complete this conversation between two friends, using the words after it (a-i) and the correct passive forms. The first one is done for you.

Antara : Have you seen my recent posts in Facebook?

Amy : Yes, they are lovely. (a) Where were the photographs taken?

Antara : On my way to Barishal from Dhaka.

Amy : Okay. And (b) ______________

Antara : Last week when I went to my cousin's wedding party.

Amy : (c) ______________

so I didn't know.

Antara : (d) ______________ much early. And sorry that ______________ not ______________.

(e) ______________

A big party. (f) ______________

Amy : (g) ______________ in the previous one?

Antara : All family members only – roughly about 15-20.

Amy : How (h)_______________________________ n the next one?

Antara : A few hundred, I guess.

Amy : I'm (i) ____________________ It should be like that

a. Where / the photograph/ take

b. When / they/ take

c. I / not / invite

d. The party / not/ plan

e. Many people / invite

f. A big party / arrange/ soon

g. How many / people/ invite

h. How many / people/ invite

i. I / not / surprise

Activity 4

Read the following sentences and compare between active and passive forms.

Present simple

Active : How many people do you invite ?

Passive : How many people are invited ?

Present continuous

Active : Is Jami videoing the programme ?

Passive : Is the programme being videoed by Jami ?

Past simple

Active : We didn't plan the programme much earlier

Passive : The programme was not planned much earlier

Past continuous

Active: My uncle was planning the whole programme earlier.

Passive The whole programme was being planned by my unc e earlier

Present perfect

Active: We have already sent the invitation cards

Passive The invitation cards have been already sent.

Modal

Active You can download the photo from the net

Passive The photo can be downloaded from the net

Going to

Active The programme is going to take place on 13th of May.

Passive. The programme is going to be taken place on 13th of May

We use active or passive depending on what we are most interested in. <u>We use the active if the subject of the verb needs to be focused. But if the action itself is important, then we use passive form.</u>

Sometimes we use by+agent, when both action and agent (doer) are important to be focused for example .

Piya Look, these paintings are quite interesting, aren't they?

Lira: Sure! They should be They are painted by Jainul Abedin!

Piya: And what about that one people with big muscles?

Lira You really don't know? That's painted by SM Sultan All figures of Sultan are muscular

Activity 5 **Read the information in a brochure and change the active sentences into passive.**

Welcome to Green Valley School. We are situated at Pubail which is only a few kilometres from Dhaka city. We request you to send your kid to us. Here are some reasons why we claim our school different from other schools.

i. We have a spacious campus near Dhaka. Its only 30 km away from the zero point.

ii. We take extra care for slow learners.

iii. We have residential facilities. Students can learn staying away from the din and bustle of the city.

iv. Our school buses come to the city on Friday and Saturday and stay from morning till evening.

v. We do alternative assessment of our learners. It prepares them for final exams.

vi. Learners do not need extra hours to study and they do not need private tutors.

vii. This is a whole campus program. Here students learn academic matters. They take part in physical activities like games and sports. They also take part in cultural activities and social welfare programs.

viii. We send students to different institutions home and abroad as part of our exchange programmes.

Activity 6 **Complete this conversation by putting in the correct active and passive verbs in the box.**

will be contacted	are checked	would find
was being carried	has been stolen	couldn't be detained
collect	are needed	was wearing
can be unattended	saw	is seen
is pasted	had kept	is broken
will be sent	will be interviewed	has got
was coming	can be identified	

Passenger : Oh hello. I guess, my luggage ……………………………… I ………………… my luggage here and went to the fresh room. When I'm back it's gone.

Officer : Write your name and problem here in this paper which ……………………………… to the next room. Then you ……………………………… by a person.

Passenger : Ok.

Officer : Did you see anyone taking your luggage away?

Passenger : Oh yes. I did. When I ……………………………… out of the wash room, I ………………… that my luggage ……………………………… away by a man. Before I could run to him, it was taken outside. Due to crowed and barriers the man ………………………………

Officer : Did he wear any uniform?

Passenger : I'm not sure whether that was a uniform. He ………………………… navy blue trousers and green T-shirt

Officer : Then it must be someone from the Lost and Found Dept. In the airport no luggage ………………………… If something ………………… like that, Lost and Found Dept. ………………… it. Unattended bags ………………………… for security reasons.

Passenger : Is there any possibility that I ………………………… my luggage back.

Officer : There are incidents when passengers ………………………… their luggage back. For this exact time, location and descriptions ………………………… And the contents in the luggage too. What did you have in the luggage? Also tell about your luggage such as colour, size and other characteristic features that ………………………… easily by anyone.

Passenger : Ok. I ………………… personal belongings, some books, umbrella, shoes, and some gifts. It's a green trolley bag of overhead cabinet size (22X18). One of the wheels ………………………… . It ………………………… a red band in the handle. My name card is also ………………… on the top. The manufacturer is Zbangla

Officer : Sit down please. You ………………………… soon.

Activity 7 **Rewrite these instructions using simple commands instead of the passive.**

An A4 size paper needs to be used for this type of experiment. First of all, it has to be torn into four smaller pieces. This is done as follows:

1. It has to be folded in the middle and then it can be torn into two pieces

2. Each piece is folded again across the middle and torn to make a total of four equal-size pieces.

Now one of the pieces is placed on the table with the long sides pointing down. A horizontal line is drawn across the top of the paper about a quarter of the way from the top. Then two vertical lines are drawn downwards from the horizontal line, so that the bottom part of the paper is divided into three equal-size parts.

Next, the paper has to be torn along each of these vertical lines as far as the horizontal line sothat three flaps are created. Then the left flap is folded toward you and the right flap is folded away from you – the folds are made right at the top of the flap. The centre flap should not be folded, though.

Now a paper clip has to be found and this is attached to the bottom of the centre flap. Finally, the whole thing has to be raised high and is then allowed to fall...

(adapted from Communicative Grammar Practice by Jones L, 1998)

Activity 8 **Rewrite the following newspaper headlines in complete sentences using the passive.**

a Theft of valuable things at Dhanmondi. 2 killed, 3 injured

b War criminals hanged in Bangladesh. People rejoice

c 10 killed at Dhaka Aricha highway

d Russian airline crashed in Sinai. More than 300 hundred dead

e Polythene seized, 10 shop owners arrested.

f 5,00,000 saplings planted for roadside afforestation.

Activity 9

Work in pairs. Ask and answer the following questions. The questions are not in complete sentences. Complete them using the verbs in the brackets and the passive.

You take long time to complete your work. Why don't you work fast?

I work meticulously. I don't want ....(criticize). It takes time.

When is your next play coming?

I'm still writing. Hopefully it .... (stage) in next March.

I know you have visited the Pyramids. How is that?

It's great! You know the pyramids. The pyramids .... (visit)........................ every year.

What do you know about the Heathrow airport?

It's one of the busiest airports in the world. The airport .... (use).......... nearly 1.5 million people.

Who built the Taj Mahal?

It(build) ....

13 Speech 13/1: Basics of Changing Speech

A Read the texts below.

Context 1

Monika said, "You're late!"

(reporting speech) (Reported speech)

Mohammad said, "I expected that you would come on time"

(reporting speech) (Reported speech)

Farhana said, "We have been waiting for you for a long time.

We are hungry. ".

(reporting speech) (Reported speech)

"I'm really sorry. I'm hungry too. Let's go to a restaurant", said Soma.

(Reported speech) (reporting speech)

Direct speech

Context 2

We told Mithun that we were going to Sagardari to Michael's place. She could join us.

Mithun told that without speaking to her mom she wouldn't be able to decide anything.

Abid responded that was ridiculous as they all were grown up.

Mithun replied that it didn't mean they were out of any bindings

Indirect speech

What differences do you find between the statements in Context 1 and Context 2?

Grammar Point

A **reporting speech** is the statement of the person who reports about something. *We use reported speech when we are speaking or writing about something that another person said.*

A **reported speech** is the statement what is being reported by a speaker. This statement is made by one person but reported by another person.

In **direct speech** we say exactly what was said or thought by others using verbs like said, thought, told shouted, etc. (as in Context 1)

The common feature of direct speech is

- inverted comma (" ") before and after the speech (made by other than who is reporting)

When we report what someone is saying or thinking now we use ***indirect speech*** *after says, thinks, hopes etc. (as in Context2). Here we often use* ***that*** ***but that is not obligatory.***

Example

I was speaking with Ranjan. *He says (that) he has just left Barishal.*

We also use this form when we say about something that is always true

eg. He says he doesn't like band music

or

Dipika says we can create a better world by loving each other

B Now read these sentences.

We **said** to Mithun that we were going to Sagardari to Michael's place

She could join us.

Mithun **told** that without speaking to her mom she wouldn't be able to decide anything

Abid **responded** that was ridiculous as they all were grown up.

Mithun **replied** that it didn't mean they were out of any bindings

Abid **hoped** that her mom will finally allow Mithun to go.

I **felt** it wouldn't be that easy.

However we all **wished** good luck for Mithun.

Grammar Point

We use **said** to report someone's words/statements

We use **told** when we make its clear who the speaker was speaking to.

We can use verbs that express the feeling of the speaker when we report what someone has said or thought. For example, hope, feel, be afraid, want, wish

C Read the following conversations. How does the reported speech change when they are made indirect from direct?

Direct

Boby : Hi Probir, It is good to see you in Facebook

Probir : Hi Boby. Good to see you too. How are you?

Boby : I'm good. Well, I've got three tickets for the cricket match. Would you like to go with me?

Probir : Hmmm... I have an appointment with my doctor. I'm sorry

Boby : Okay. Next time.

Indirect

Boby greeted Probir and told it was good to see him in the Facebook.

In exchange Probir also greeted Boby and said that it was good to see him too. He asked Boby how he was.

Boby replied that he was good. He also told that he had three tickets for cricket match. He asked Probir if he would like to go with him.

With hesitation Probir told that he had an appointment with his doctor. He was sorry.

Boby replied that it was ok and hoped they would go together next time.

In indirect speech we report things that people say. We often use **said** and change the tense of the verb of the speaker used in the following way

Actual words	Reported speech
present simple	past simple
present continuous	past continuous
past simple/ present perfect	past perfect
will	would
can	could
am/is/are/going to	was/were going to

Grammar Point

In informal speech we sometimes use the same tense that the person used in the direct speech. Besides when we want to say something that someone says about future we use the same tense used in the direct speech.

Example

Hannan: I'm going to Bandarban tomorrow.

Hannan says that he is going to Bandarban the next day.

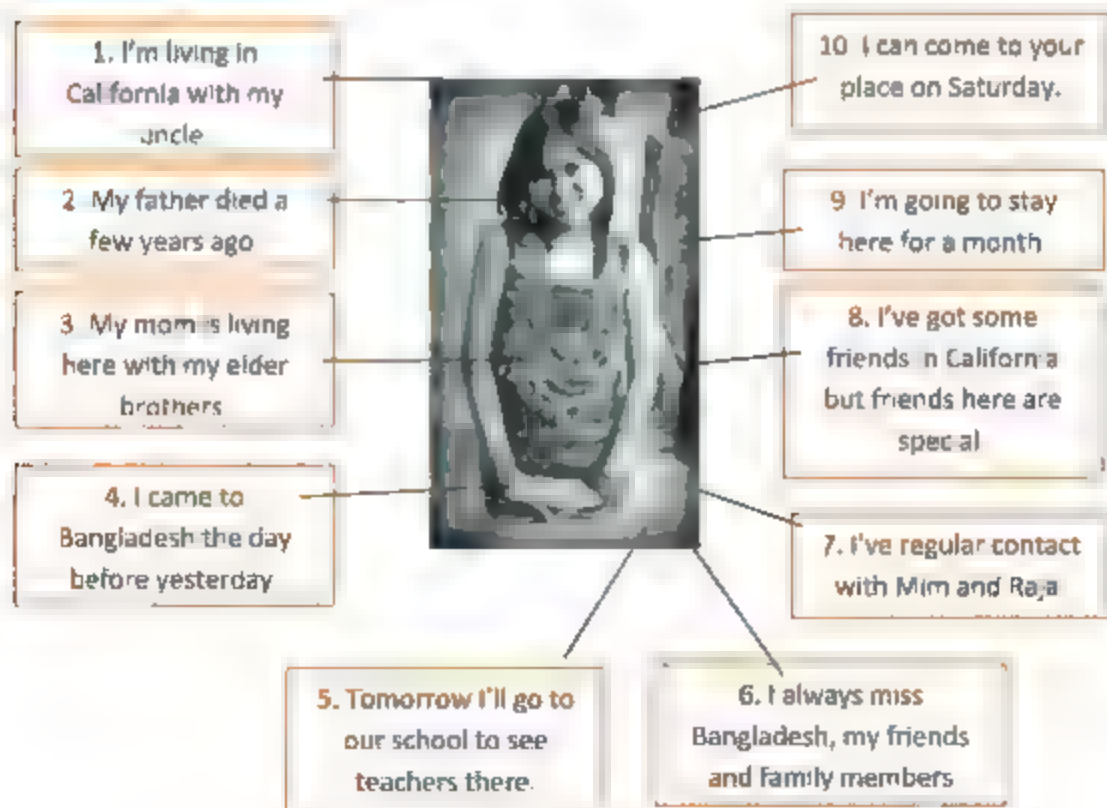
Activity 1

A bus was going from Dhaka to Khulna. Suddenly it stopped on the way and couldn't move for a long time. Report what people said using the correct reported speech forms of the words in the parenthesis. The first one is done for you.

1. The guide said that he was sorry for the delay. (I'm sorry)
2. The driver said ______________ due to a road accident ahead. ('All traffic is suspended')
3. One passenger sitting next to me said ______________ to get stuck for hours. ('It is horrible')

4. I said ______________________________ a wash room as well. ('I am hungry. I need ')
5. Another woman from my back said ________________ for her connecting bus. ('I'll be late')
6. Some children cried that ________________ outside. (' We are fed up and want to go')
7. A senior citizen said ________________. ('My pressure is rising up')
8. The driver said that ______________________________________ last week too. (I'm so sorry but the same thing happened')

Activity 2

Suppose last year you met a friend of yours, Mathin, after many years. These are some information about Mathin that she herself gave you

You met another friend, Lailee, in the evening. Use reported speech to tell Lailee what Mathin told you about her life. The first one is done for you.

1. Mathin said that she was living in California with her uncle.
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

13/2: Passage Narration

A **Read the texts below to see how direct speeches are converted to indirect speech when they are placed in a passage which is commonly known as 'passage narration'.**

Direct speech

Sales person: How can I help you?

Customer: Thanks. I'm looking for one of my friends working here.

Sales person: What's his or her name?

Customer: She is Sohana. Do you know her?

Sales person: Sure. And your name, please?

Indirect speech

The sales person asked the customer how she could help him (the customer). The customer thanked her and told he was looking for one of his

friends working there. The sales person asked what his friend's name was The customer replied that she was Sohana. He also asked whether she (sales person) knew Sohana The sales person answered in the affirmative and asked his name politely

Activity 1

Compare both the speeches and find out the changes in the indirect speeches by answering the following questions.

a How do the modals change in the indirect speech?

b How do the interrogative sentences change?

c How do the yes/no questions change?

d How do the information question (wh-questions) change?

Grammar point

We use ask + object + question word to report questions that ask for information.
We use ask + object + if/whether to report questions that ask for the answer yes or no.

Activity 2

Read the text with direct speeches. Change them into indirect speech and write them in one passage following the clues.

Direct

'When are you starting for Barimari?", Moni said.
"The day after tomorrow', I said
"Will you visit Dalia too?"
"I'm not very sure. I have some fixed programmes. They will occupy me the next few days', I answered. 'But why are you asking me that?'
'I wanted to accompany you'. Moni said.
'Are you sure?', I wanted to know.

Indirect

Moni asked me ______________________________. I told it was the day after the next day. She then asked me ______________________________ I was not sure. I told that I had some fixed programmes. They would occupy me the next few days. I asked ______________________________ She told that she had wanted to accompany me. I wanted to know ____________________.

Activity 3

Report what happened in this conversation using question words (what, where, when, etc.) and correct reported speech verb forms. The first one is done for you.

Things the Interviewer asked me	Things I told
Where are you from?	I'm from Uttara.
Why are you late?	I knew that the meeting will take place at ten o'clock.
Who did you speak to?	I contacted with one of my classmates, Tonmoy
What can I do for you now?	Please give me a chance to attend the meeting.
How can you avoid this situation?	Next time I'll contact the office

Things the interviewer asked me	**Things I told**
He asked me where I was from.	I told him that I was from Uttara.

Things the interviewer asked me	**Things I told**
He asked me where I was from.	I told him that I was from Uttara

He ______________________	I ______________________
He ______________________	I ______________________
He ______________________	I ______________________
He ______________________	I ______________________

Activity 4

Now read the following text which is a conversation between a tourist and a tour operator. At the left hand side you see the questions the tourists asked the operator. At the right hand corner there are incomplete sentences. You complete them using if/whether or a question word and the correct speech verb form.

Questions a tourist asked the tour operator.	
Can you guide us to the local museum?	A tourist asked me whether I could guide them to the local museum

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What time does the museum open?	He also asked me________________
How much does a ticket cost?	Then he asked ________________
How long does it remain open?	He further asked ________________
Is there any café inside the museum?	Next he asked ________________
Will you wait for us when we finish our tour?	Again he asked ________________
Have you purchased our ticket?	He continued to ask ____________.
Is there any tour guide inside?	Finally he asked ________________

Activity 5

Make a list of the words used in the reported speeches to show continuation of speeches. One is done for you.

a. also

b

c

d

e

f

B Read the following texts.

Direct

Mathin told Lailee, "Listen to me. I've some important business now and so I have to go. Please come at my place in the evening." "We will chat together and have tea together". "How fantastic!", said Lailee. I'll definitely come." I'm free in the evening. Can I invite Nikhil to join us?" "Wow! What a great interesting idea! I'm sure, he must be very happy to join us. Please ask him to join. Let's have dinner together, not tea", said Mathin.

Indirect

Mathin asked Lailee to listen to her. She had some important business then and so she had to go. Mathin requested Lailee to go to her place in the evening. She told that they would chat together and have tea together. Lailee expressed her joy (or exclaimed in joy) and said that it was a fantastic idea. She confirmed that she would go as was free in the evening. Lailee asked Mathin if she could invite Nikhil to join them. Mathin expressed her joy too and said - that was a great idea. She hoped that Nikhil would be very happy to join them. She then proposed that they would have dinner together instead of tea.

Activity 6

Identify the changes or differences when the speech is converted to indirect from direct speech and answer the following questions.

a. What do we use in place of **said** in the direct speech is an imperative sentence?

b. What do we use in place of **said** when the direct speech is an exclamatory sentence?

c. What could be used in place of **said** when the direct speech is an exclamatory sentence with a sad news?

d. What do we use in place of **said** when the direct speech begins with **Let**?

e. What change do you notice in the indirect speech for verb when the direct speech has **Let**?

Note that when we change direct speech to indirect speech we do not change word by word. We do some fine tuning to make the language lively. Otherwise it becomes mechanical and unnatural. This is why in the above indirect sentence it is written -

She confirmed that she would go as was free in the evening. We didn't write – *She said that she would definitely come. She also said that she was free in the evening.*

This type of fine tuning is important for changing speech from direct to indirect especially when you have a whole conversation to change.

Activity 7

Imagine that you went to your school the other day and there you met your friend, Nandita. She told you about her friend. This is what she told you:

Jibon and I have been friends for two years. I first got to know him at a friend's birthday party. But we saw each other at another occasion before that. He arrived at the party very late. He didn't recognize me when we first talked. People were asking me to sing. He also requested. He wanted to sing with me too. I told him I didn't really want to sing. Anyway, later I agreed. Although he was a singer we sang together for some time. We didn't leave the party till 10 pm. Later we met each other frequently and gradually we became good friends. We have so many differences but we respect each other. Sometimes we fight but we never leave each other. This is why our friendship is so unique.

Activity 8

Now read the following speeches. The first one uses direct speech and the second one uses indirect speech. Underline the differences from direct to indirect speech. Then read the texts in the boxes to understand the changes.

Direct

It was a nice rainy morning. Bishu and Chimeg were seeing the rain through a window. Bishu asked Chimeg, "Do you have rains like Bangladesh?". "No", said Chimeg, "Mongolia doesn't have monsoon rain. Mongolia has winter. But sometimes we have little rain and they are unlike this rain. I have never seen such rain in my life." Bishu said, "I would like to get drenched in the rain. Will you follow me?" " Let us run", said Chimeg

Indirect

It was a nice rainy morning. Bishu and Chimeg were seeing the rain through a window. Bishu asked Chimeg whether they (Chimeg) had rains like Bangladesh. Chimeg answered in the negative. She added that Mongolia doesn't have monsoon rain. Mongolia has winter. But sometimes they have little rain and they are unlike rain in Bangladesh. Chimeg also said that she had never seen such rain in her life. Bishu desired to get drenched in the rain and asked Chimeg if he would follow her. Chimeg proposed to run in the open field

The information here is a fact. So verbs do not change to past form

When the same person speaks more than one time, we use *added, continued, also said etc.*

If anyone wants to do anything, we can use *desired* instead of *said*

" Let us run" – this is a proposal and we use **proposed** instead of said in the indirect speech

Activity 9

Re-write the following story using the correct reported speech forms. Use say (that) ...., tell + object (that).... , ask + object + to infinitive, or tell + objective + to infinitive.

There was a wedding party beside my house and the people were enjoying music in loud volume. It continued until mid night and that was too much. I went there and said, "There are many students and patients around. It is mid night as well. Please turn down the volume of your music. It's creating disturbance for all." One of them said, "It is a party. Who are you to tell us to turn it off? Leave the place and go home. Don't disturb us." I felt very offended. Finding no other alternative to make them understand, I called on the police by telephone. I said, "I'm speaking from Adabor area. It is mid night and some people are having a party with high volume music. I requested them to volume down their music. They insulted me and asked me to leave the place. Will you please come and do something needful?" The police said "Don't worry. We are coming in five minutes". After some time the police came and told the people, "It is time for people to sleep. Turn down your music or switch it off. You can enjoy your party without disturbing others." Then they switched off the music.

Part 2 Composition

14 Letter 14/1: Informal Letters

Informal communication takes place in intimate circles, usually among friends and family, and formal communication takes place among people whose relationship is formal. In informal writing and speaking, we use lot of contractions such as I'm, you're, I've, I'd etc. Idiomatic expressions or phrasal verbs, exclamation, repetition, tag questions and use of slangs etc, are features of informal writing and speaking. The following letter is an example of an informal letter.

1. Read the letter and examine the features of informal style in this letter.

Dear Shuvro,

It's really, really good to be here in Sylhet. We got here on Saturday evening. The journey was HORRIBLE, the bus moved like a local bus, it stopped quite a few times to pick passengers. It was really irritating. It took twelve hours to get here! But the place we're staying is very nice – the surroundings are beautiful. I'm having a good time with my family now, but I miss you a lot.

It's now Tuesday afternoon and I'm sitting at a tea- garden chatting with some local boys. The weather is fantastic! It can lift your spirit.

With lots of love,

Rupom
Dhaka
12/06/16

2 Now rewrite the letter changing some words and expressions to make it sound a little more formal.

3. Here is another informal letter. Read the following letter and say what aspects of the letter make it informal?

Hi Stella,

It seems hard to believe that I've been here in Sylhet for a whole week now. I promised to write and tell you how I was getting on-so here it goes.

When I first got here, I could not just get used to the new environment with new friends, in new school Now, though, I'm learning to take things easy and I'm beginning to feel really at home. My first impression of the Sylheti people is that they are really, really friendly and helpful

I've managed to make friends with a few girls. The countryside round the town is marvelous and very green, because it rains a lot here, but too much of rain can really be boring

Sorry this letter is short, but you know how bad I'm at writing letters. Do write back when you've a spare minute I miss you so much.

All my love,

Sumi

4. Now convert the letter into a somewhat more formal one.

5 Further tasks:

- Write a letter to your younger sister congratulating her on her success in the JSC examination.
- Write a letter to your younger brother advising him how to prepare for JSC examination.
- Write a letter to a friend inviting him to come and stay with you for a week during the school holidays.

- Write a letter to your friend narrating your experience of seeing a new film.
- Write a letter to your mother informing her that you had a bad cold, but now you are good after you took some antibiotic prescribed by a physician.
- Ask a friend to join your birthday party.

Review:

All personal letters are informal letters, but the degree of informality varies; some are highly informal, some others are semi formal. The informal letters are characterised as already mentioned above, by:

1. **Use of colloquial words**
2. **Conversational tone**
3. **Use of contractions**
4. **Use of two word verbs**
5. **Use of slangs (in very intimate circle)**

As mentioned earlier, degree of informality varies. For example,

When writing to parents, a letter may be a little less informal in its choice of words and tone than a letter written to a very close friend. Contractions and group verbs can be used with parents and other relations who are senior to us and whom we respect, like our uncles and aunts etc. In such personal letters highly emotional words and expressions and slangs should not be used.

14/2: Formal Letters

A **Read the following letter and see how a personal letter is also sometimes formal depending on the relationship. However such letters may have a conversational tone and hence, may be semi-formal.**

Look at the following letter written by a son to his father.

Boys' Hostel
Collegiate school
Rajshahi
15 January 2017

Dear Father

I could not write to you for the last few days as I was too busy with my annual examination. As you know, our examination is over. Let me tell you that I have done well in all the papers I hope the results will be good. However, as the new class starts from 7 January, I need to buy some new books Please send me Tk. 2000.00 extra for the purpose. Also send money for my regular monthly expenditure for the month of January.

I hope everybody at home is fine. I phoned mum and Sumi yesterday and learnt about Rita's birthday party. May the Almighty keep you in good health! Please pray for me.

Yours,

Shuvro

Activity: How is the style of this letter different from the style of the preceding informal letters?

A formal letter is a letter that you write in formal situations, such as, a student writing to the Head Teacher/Principal of an educational institute for a scholarship or the waiver of the fees, a person writing an application for a job, or someone writing a letter to the editor of a newspaper; or any other kinds of business letter, such as an order or a complaint letter, etc.

In **formal letters**, no contraction, idioms or phrasal verbs, no colloquial or conversational style or tone is used. An objective, detached style is used in formal writings. Features of informal style mentioned above are not used in formal letters.

B Read the following letter of complaint.

House 2, Road 2
BIHAS, Rajshahi 6205
5 December 2015

The Manager
Quality Leathers
222/R D Market, Rajshahi

Subject: A complaint letter regarding customer service

Dear Sir or Madam,

I am writing to complain about a leather jacket which I bought from your store 3 weeks ago. I had tried a jacket on in the shop and checked it carefully before I decided to buy it. When I went to the cash desk, however, the assistant persuaded me to take one which was already packaged and assured me that it was perfect.
When I reached home and tried the jacket on, I found a large rip under the side pocket. As you will realize, I was extremely upset to discover this.

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The jacket was very expensive, and I only bought it from you because of your reputation for quality. In fact I always recommended your shop to friends in the past I was shocked

am returning the jacket with this letter and looking forward to receiving an apology with a full refund of the cost, Tk. 2950.00.

look forward to hearing from you as soon as possible.

Yours sincerely,

Moinur Rashid

Note: A formal letter usually has 6 parts:

1. Writer's address and date on the top right corner
2. Recipient's designation and official address on the left side but two paces below the date in number 1.
3. The salutation Or (addressing)
4. The body
5. The subscription (Yours truly)
6. The signature or name on the bottom right corner. However it can be given on the bottom left corner too

This format is called a semi-block style. The letters above are examples of **semi-block style.**

C There is also a *full-block* style in which all the parts are left aligned. Here is a request letter written in the block style:

Ocean Building
20 Lake Circus Road
Dhaka- 1000
10 November 2016

The Manager
Fashion Garments
5 Gulshan DIT Market
Dhaka

Dear Sir or Madam

I saw the advertisement of your Fall and Winter collections in yesterday's newspaper The Timely News and would like to buy a jacket.

Please send me your latest catalogue showing winter jackets I am interested in purchasing a leather jacket preferably brown colour costing between Tk. 1000 to Tk. 1500.

Your sending this catalogue by 25 November will be appreciated

Yours sincerely,

(Ahmed Jamal)

Notice that **the first part** of a formal letter usually states the reason for writing. Some useful phrases are:

I saw your advertisement in ------ and would like to --------

I am writing to you about--------

With reference to your letter/ advertisement -----

Thank you for your letter of ---------

The **middle part** of a formal letter usually explains the situation in detail.

The **ending part** should normally include some polite remark. Some common remarks include.

> I look forward to hearing from you soon.
>
> Thanking you,
>
> I would be grateful/thankful if you would -----

D Read the following letter of application for free studentship.

25 January 2016

The Head Teacher
Pabna Zilla School

Subject: Application for full free studentship

Dear Sir

I have the honour to state that I am a student of class IX in your school. I have been in this school since class three. A notice has been posted on the school notice board inviting application for a special scholarship. I would like to apply for one of the scholarships.

In this connection, I would like to inform you that I stood first in all the classes so far. I also regularly take part in school debate and extempore speech competitions, and have won prizes a number of times. My father is a small government employee who manages a large family of six members. Four of us are studying at different levels. It is almost impossible for my father to manage all the family expenses including our educational expenses.

I would be very grateful if you kindly grant me one of the scholarships for free studentship

Yours obediently,

Mohammad Samiul Haque.

Class IX (Science)

Roll no. 01

In this formal letter of application to the Head Teacher, all the parts of the letter are left aligned, and thus it follows the **block style**.

Activity 1

Answer the following questions:

a Where do you put your address when you write a formal letter?

b Where do you put your name?

c Where do you put the date?

d Where do you write the recipient's designation and address?

e What do you write in the subscription?

f What do you write in the salutation?

E Here's another type of formal letter, a letter to the editor of a daily newspaper for publishing a report. See the following example.

15 March 2016

The Editor
The Daily Star
Dhaka

Subject: Request for publishing a brief report on Victory Day celebration

Dear Sir

I send herewith a report on the celebration of Victory Day this year in our school. I would appreciate if you kindly publish it in your highly esteemed daily.

Yours truly,

Labib Sajjad
(On behalf of the students of Rajshahi Collegiate School)

Activity 1

Write an order letter to the manager of Fashion Garments (use the details in Letter no. C above) to buy a leather jacket. You can use the following hints:

Thank you for -------
Please send by parcel/courier post the following items ----
One brown ------, catalogue number ------, price ------
One black -------, catalogue number -----, price ------
Total price ------
I shall appreciate ---------- these goods by 20 December 2016
A cheque for Tk ------ is enclosed

Activity 2

Write a letter to the Deputy Commissioner asking permission to publish a literary journal of your school.

Activity 3

Write an application to the District Education Officer inviting him to join a seminar on the Importance of Learning English in your school.

Activity 4

You need a seat in your school hostel. Apply to the Head Teacher of the school.

- Write an application to the chairman of your Union Council/ Municipality for the installation of a tube-well in your locality.

Write a letter to the manager of a bookshop to order a copy of the latest edition of the Oxford Learner's Dictionary. Mention how you are going to make the payment.

14/3: Report Writing

A A Report on the celebration of Victory Day at Rajshahi Collegiate School

Rajshahi Collegiate School observed the Victory Day 2015 in a befitting manner this year. All the students and teachers gathered in the school ground at 7:30 a.m. The day wore a festive look. Every one of the students held a national flag. With a big banner, the teachers and students took out a rally that marched towards the Central Shahid Minar. They sang songs of the liberation war and placed floral wreaths in the pedestal of the Shahid Minar. Hundreds of other organizations also went to the Shahid Minar. About 5000 students of the school joined the programme. Various competitions were held in our school. Throughout the day there were cultural activities of different types. We also commemorated the war martyrs by offering prayers.

14/4: Formal and Informal English

A Read the following dialogue. Guess the relationship between the two speakers by using their style and tone of speaking. Is the style formal or informal? Show clues in support of your decision.

Robin : Say, Rumi, how you doing?

Rumi : Robin!, Hey, how are you?

Robin : Not bad. Where you going?

Rumi : Over to Runu's. How about you?

Robin : I just got off work. Boy, I'm so hungry!

Rumi : Where are you working now?

Robin : Janata Bank. It's a real pain. But I guess I shouldn't complain. Lots of guys are out of work these days.

Rumi : Yeah, that's the truth. Well, I better let you go get some supper.

Robin : Yeah. It was great seeing you again. Maybe we could get together sometime.

Rumi : Sounds good. I'll give you a call.

Robin : O.K. Great. Well I'll be seeing you.

Rumi : O.K. Robin. Enjoy your meal.

Robin : Thanks. Bye.

Rumi : Bye.

Informal passage

A Discuss what makes the following passage informal.

Well, they had us take a look at the kids every day, and we'd write down lot of things they did and said There was this one teacher the kids really did things for This was because she was damn good at maths and could turn the kids on to it At the end of the week we all got together to talk about what we'd found out since we got there. We all felt that you could pick up an awful lot about how to teach just from watching what the kids did whenever the teacher told them to do something

B The passage below is the formal version of the above passage. How is this passage stylistically different from the preceding passage?

We were assigned to observe the teacher daily to record their actions and speech What impressed us most was one teacher that the boys and girls responded to eagerly because she knew her math thoroughly and made it exciting. At the end of the week, when we met to discuss our conclusions, we agreed that anyone can learn a good deal about teaching methods from merely observing the children's responses to the teacher's directions.

Now find out the formal expression used in passage B for the following informal expressions used in Passage A. In the blanks under Formal expressions write down each informal expression.

Informal expressions in passage A	Formal expressions used in passage B
take a lot of	
kids	
write down	
damn good at math	
got together	

what we'd find out

a l felt

pick up

an awfu lot

what the kids did

the teacher told them to do something

Activity 1

Read the following passage and identify the informal expressions in it. Then change those with formal expressions.

One problem that plagues beginning teachers, and older teachers as well, is the seeming lack of self- control of underprivileged children. Because their homes are often characterized by an awful lot of fragmentation and instab ty, their behaviour reflects their inability to keep real cool in situations involv ng adults. ... We think it important, therefore, that the teacher be calm and understanding. For the teacher to be able to exhibit this kind of behavior when confronting a bunch of adolescents, he must have achieved terrific level of integration and security, so that his own psychic life is completely okay.

Each of the following sentences has expressions not suitable for formal writing. Underline those, and give the formal expression for it in the line provided against each sentence.

1. He has a lot of nerve. ______________________
2. There were a bunch of kids. ______________________
3. We got out of there in a hurry. ______________________
4. I've got to get a move on. ______________________
5. He is a pretty nice guy. ______________________
6. War and Peace is an awfully nice book. ______________________

15 CV and Cover Letter 15/1: Writing CV

All/most of you will have to write effective **Curriculum Vitae**, in short, **CV**, (called 'resume', in American English) for various purposes such as, to get a job or scholarship, etc. Writing a good CV is a skill all of you will need for your career.

The CV is meant to introduce you and your background to somebody who does not know you. It should present you in the best possible light, in a **concise** and **well-structured** manner. A regular CV for business purposes should definitely not go over one A4 size page. If one wants to use it for academic purposes and not for a job, the CV can pass that limit, and the additional space is used to describe academic activities, like conferences, publications list etc.

A well written CV shows first what is most important, but contains all relevant information. To this goal, it is advised that you adapt it to suit your target (specific type of job or scholarship). Pay attention to the order in which you present information in your CV.

Here is a guideline for writing a good CV. although there are a number of ways for writing CV, they agree on some common details.

The information you need to provide in your CV are:

Personal details: Here you should include your date of birth, contact address, telephone number and nationality. In case you have a permanent address different from your temporary address, include both. Personal details can be written with smaller fonts than the rest of the CV if you want to save space. You should write your name with a bigger font than the rest of the text, so that the reader can easily see whose CV s/he is reading.

Objective: You should state very **concisely** what you accurately want to do. Say something like, "To develop a career in ...", or you can be more specific like "to obtain a position in where I can use my skills in ." You can write a few lines to describe that specifically, but keep in mind that you should show what you can do for the organization or company you are sending the CV to more than what the company can do for you Writing a good objective is difficult, so take some time to think about what exactly you are going to write there

Academic achievements After your personal details, give details about your education. It is suggested that you present details about education in **reverse chronological order** i.e., you start with the latest degree and go gradually back. You should mention all your academic achievements including grades/divisions/classes. You should also mention scholarships and awards you received along with your achievements in co-curricular and extracurricular activities in your academic life.

Mention the scholarships if you have received any or other types of awards such as best student's award, best debater's award, award for poetry recitation, extempore speech, sports and games and so on.

Experience: Here you should include experiences, if you have any, relevant to the position you are applying for. You should show that you are a person who can take initiative, has creativity and is innovative. You should be able to convince the employers that you will be the best pick for the job

Extracurricular activities If you are writing a professional, and not an academic CV, you should mention activities/programmes you have attended/participated in

Language Skills: You should also mention your level of competence in any language you know in all the four skills, i.e whether you are average, good, very good or excellent in Reading, Writing, Speaking and Listening in the languages you know

Computer skills: Write if you know—Microsoft word or anything else of computer.

Hobbies: List your hobbies if space is left on the page. They look fine on a CV, showing that you are not a no-life workaholic, but a normal person. You can introduce other headings that suit your needs. Have a references section, where you should list contact details of 2 or 3 persons who would write letters of recommendation or reference letters for you. These are the usual components of a CV. Print the CV on plain white paper. You should never send a CV without a cover letter. If the advertisement does not say anything about a cover letter, you still should send one. Send the CV with covering letter in a matching A4 size envelope.

Activity 1

Refer to the guideline of CV writing above, and answer the following questions:

i) Why is a CV important?

ii) What is the basic purpose of writing a CV?

iii) What points should be included in a CV?

Activity 2

Next, fill in the gaps in the following sentences with appropriate information from the passage.

Length of a CV for business purposes should be ------------page/s. A CV for academic purposes should include --------- like------------. In American English a CV is called ------. A CV should be sent with a ----------------. The CV should present one in the ------------. If there is space problems --------------can be used for personal details. What you want to do should be included precisely in --------------. Academic records should be presented in -------------order. Experience shows the ------ of a candidate. In a professional CV, one has to mention the list of ---------------s/he attended.

A Look at the following sample CVs. The first one is of a university graduate.

CURRICULUM VITAE
of
MD. SAKHAWAT HOSSAIN
Contact No.: 01714-821999
E-mail: sakhawat.ru.ba@gmail.com

Photo

Objective:	To work in a responsible position where I can use my creativity, interpersonal skills and my knowledge to contribute to any development sector of Bangladesh.
Permanent Address	Md. Sakhawat Hossain (Shakil) C/o. Md. Abdur Rashid Mollah Village-Dashpara, Post office-Dublia, District - Pabna
Mailing Address	Md. Sakhawat Hossain (Shakil) Room 241, Rajshahi University Rajshahi

PERSONAL INFORMATION

Full Name	**MD. SAKHAWAT HOSSAIN**
Father's Name	Md. Abdur Rashid Mollah
Mother's Name	Fatema Khatun
Date of Birth	01/08/1986
Nationality	Bangladeshi (by birth)
Gender	Male
Marital Status	Unmarried
Language Proficiency	Speaking, writing and reading skills of Bengali & English.

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Interests: Traveling, reading & sports.

Computer Skill Computer application course (MS-Word, MS-Excel, MS-Access, MS-PowerPoint), Internet, Hardware & Networking etc.

EDUCATIONAL QUALIFICATION

Degree	Year	Result	University/Board
MBA	2015	CGPA-3.17 out of 4	University of Rajshahi
M.B.S Accounting	2009	2nd Class	National University
B.B.S(Hons) Accounting	2008	2nd Class	National University
H.S.C	2004	Gpa- 3.00	Rajshahi
S.S.C	2001	Gpa- 3.75	Rajshahi

Reference **Dr. M. Shahidullah**
Professor, Department of English
and
Director, IBS
University of Rajshahi
Phone 0721-750767
Mobile: 01711-400879

Activity 3

Now make a CV of your own with authentic information.

15/2: Writing a Cover Letter

A Cover Letter is a letter that has to accompany a CV. It usually refers to the advertisement for the post a candidate is applying for, with dates and source of the advertisement and a brief note on the applicant's background and qualification. The applicant's CV has to be enclosed/attached with the cover letter. The following sample cover letter shows what a cover letter usually contains.

a. Cover Letter 1

25 January 2016

The Librarian
Pabna Community Library
15, Sadar road, Pabna

Dear Sir

I would like to apply for the position of the Library Assistant in your library advertised in the *Daily Star* on 25 November 2016. Please see my CV and other relevant papers send to you as attachment with this mail

I'll be looking forward to your responses.

Best regards.

Nikhilesh Adhikary

b Cover Letter 2

25 January 2016

Manager
WESTEC
Bashundhara City, Dhaka 1206.

Dear Sir/Madam,

I'm interested in applying for the position of a weekend sales assistant advertised in the daily *Bangladesh Today* on 20 January 2016. I have some experience of working as a salesperson in supermarkets like Agora and Nandan. I attach my CV to provide you with details of my educational qualifications and experiences

Yours sincerely,

(signature)

Activity 1

Now answer the following questions.

- Where is the date put?
- What other information are provided in the cover letters?

Note: When writing a cover letter to apply for a job,

- Mention the position you are applying for and where you learnt about the vacancy.

- Provide some information about your background and experience related to the advertised post.
- Provide information about your interest and suitability for the job. Show that you have some knowledge and skill about the job
- Mention that you have attached a copy of your CV with other necessary documents.
- Have a good, clear format of your letter. Use the lay out and format of a formal letter
- Print out in an A_4 size offset paper. Use a laser printer.
- Use Microsoft word programme to process the letter.

Activity 2

Here is an advertisement for a few part-time jobs for school students. Apply with a cover letter (block style) and a CV for at least three positions.

The Daily Star 20 December, 2015

Holiday Jobs for School Students

A reputed international organization dealing with different children's issues is recruiting some school children for holiday jobs. The jobs will be only during school holidays, both weekly holidays and long and short vacations. It will be an interesting experience for students. Payment will be on hourly basis but quite attractive.

Positions:

- Data collectors: From students of primary school about their opinions regarding their English Textbook from different districts. Number of positions. 50 from each district

- Data collectors: From school drop outs regarding their willingness to continue their studies and causes of their dropping out. 50 from each district
- Motivators: Motivating poor parents to send their children to school. 50 from each district
- Teachers: for school beginners from poor families: 50 from each district
- Assistants for children's Libraries cum Child Centres to be established in each district: 20 for each district

Application dead line: 20 March, 2016

Qualification. Only students of class IX and X can apply

A testimonial from the Head Teacher is required.

16 E-mails 16/1: How to Write

We write and send various types of e-mails every day. They may be friendly, professional, resumes, planning for events etc. Writing an effective e-mail is indeed very important.

How to get attention

It is important to get the receiver to read your e-mail, it is also important to get the e-mail noticed by the receiver, and then keep the receiver engaged till s/he finishes reading it. Here are some tips for you for writing an effective e-mail.

Five tips for writing an effective e-mail

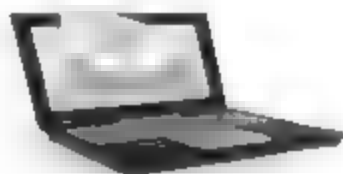
1. Clear purpose: It is important to know the purpose of your e-mail. The receiver should be sure about the point.

2. Use the subject line wisely: Take the time to select a meaningful, straightforward subject line that tells the reason for the e-mail clearly.

3. Make sure your identity: There are many cases where e-mails are ignored or bypassed because the receiver is not familiar with the sender of the e-mail. Take time to make sure that your full name is placed as the sender so that the receiver will know who you are.

Avoid using initials or nicknames as many people tend to ignore e-mails that are not sent with whole names which they can recognize.

4. Get to the point: Make sure your e-mails are **concise**.

People want to know what the e-mail is about as soon as they open it. After a brief greeting followed by a comma, make sure the next few lines are related specifically to the subject of the e-mail.

If this is a reply to another e-mail, reply immediately to any questions posed in the original e-mail.

When composing the e-mail do not use unnecessary words Short sentences and paragraphs are better than long ones. Use an active voice such as "We are sending your order today" instead of "Your order will be sent by us today."

5. Make sure your e-mail is readable: There is nothing more annoying than an e-mail that cannot be read for various reasons, whether it's because of poor grammar or spelling, or the use of inappropriate fonts and **abbreviations**, or even worse, an e-mail written in bright colors or all capital letters. It is always best to use the proper format when sending an e-mail

Check your e-mail text before sending it, and keep the formatting simple.

Put a blank line between paragraphs.

Remember: An e-mail is a form of communication; it is not a piece of artwork.

Why e-mails are bypassed

After you send your e-mail, you might not receive an answer for a number of reasons

In many cases, important e-mails are sometimes bypassed because the receiver simply looks at the subject and decides that it is not worth reading, or puts the e-mail aside for later reading (which may, or may not, happen!). This can be a problem if the information within the e-mail is essential

To avoid e-mails being bypassed or deleted just follow the five key points You will get the attention of the receiver

Examples of some e-mails:

Example 1: An official note

To: Team Members

Cc:

Subject: Changes to Agenda

Dear colleagues,

The following items will be on the agenda for our meeting on Friday

- Changes to protocol
- New software installation
- Email monitoring policy

Failure to provide additional items by tomorrow will result in delay of the issue until proper timely submissions are made

~Margo

Example 2: A personal mail

Send

Account

To... joan.smith@company.com

Cc...

Bcc...

Subject: Thank You - Assistant Account Executive Interview

Dear Ms. Smith,

It was very enjoyable to speak with you today about the assistant account executive position at the Smith Agency.

The job seems to be an excellent match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness and the ability to encourage others to work cooperatively with the department.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position.

Sincerely,

Jane Jones

Jane Jones
janejones@gmail.com
(555) 555-5555

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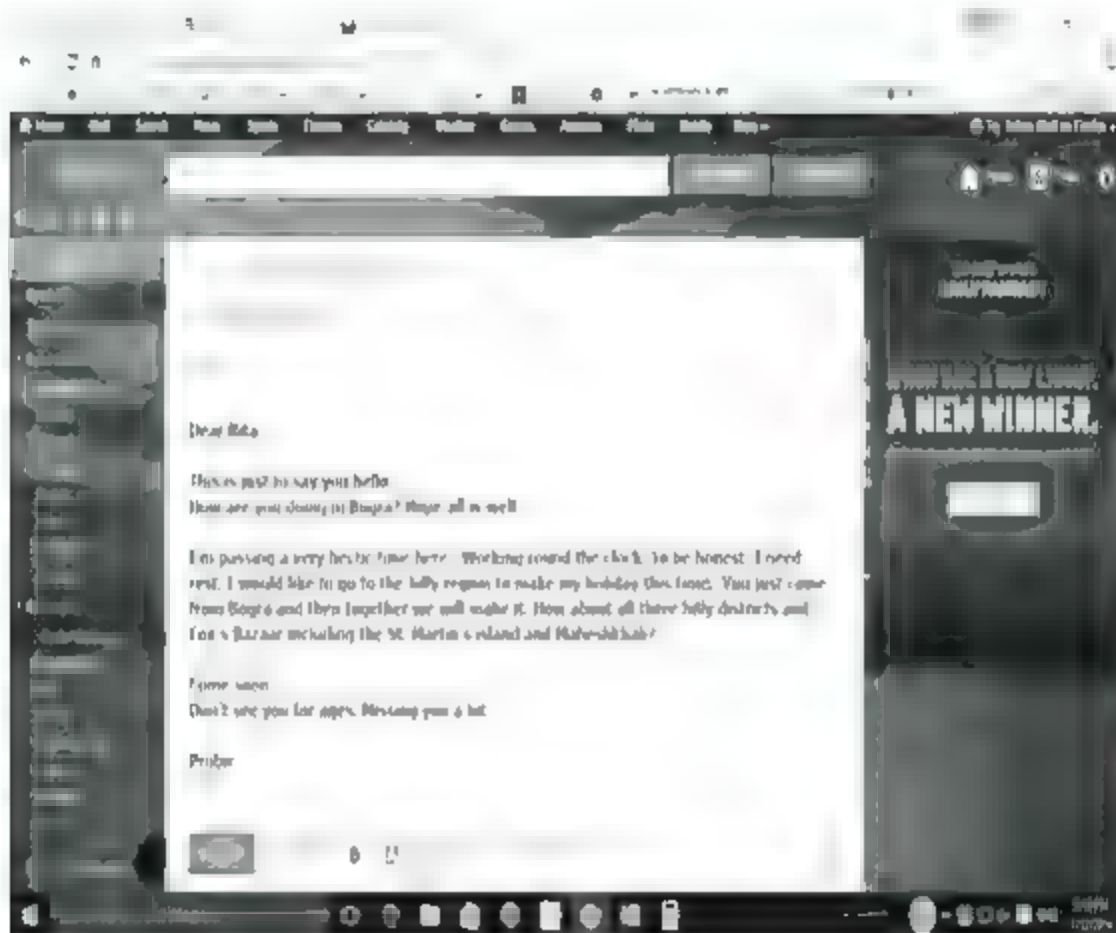
Example 3: An informal personal mail.

17	Short Composition: Paragraphs	17/1: Characteristics and Types of Paragraphs

You have done a good deal of work on paragraph writing up to Class 8. Now reflect on your previous experience and note down what you understand about the following:

1. What is a paragraph?
2. What are the characteristics of a paragraph?

Activity 1

Read the following text and then answer the questions that follow.

In the dinosaur age the earth was infested by dinosaurs of different shapes and sizes. Some dinosaurs were very huge, they were heavier than dozen elephants. Some dinosaurs walked on powerful hind legs and stood as tall as palm trees. Still others had short legs, square bodies and were as big as army tanks. These dinosaurs had long horns and ugly, hooked beaks. Dinosaurs were so strange and terrible that other animals ran away from them in fright. The dinosaur age ended with the extinction of dinosaurs.

a. What is the main idea of the passage?

b. Which sentence states the main or the topic idea?

c. Are the other sentences related to the main idea? Does the passage give an impression of unity or oneness?

The passage is an example of a paragraph.

Now read the passage below and note down the points made about a paragraph and its characteristics.

A paragraph is a unit of written discourse (may be spoken discourse also). It may be self contained i.e. complete in itself, or may be used as part of a longer discourse such as an essay or other assignments. The main idea of a well-written paragraph is usually expressed in one sentence. This is called the topic sentence. Then the idea is developed sentence by sentence. It is usually made up of a number of logically connected sentences written on one single

topic. Each sentence of a paragraph should be closely related to the topic, and the paragraph should have a good structure with a beginning, middle and end.

An effective paragraph, according to Donald et al (1978) should have 3 major characteristics which are:

- It develops one idea only, called the controlling idea or thesis statement.
- It should have sufficient details to support the controlling idea
- It should have a beginning, a middle, and an end, that is, it requires a topic sentence, a body to develop the topic sentence and a conclusion.

❖ **The beginning or topic sentence** introduces the topic or subject of the paragraph.

❖ **The middle or body** develops and provides support to the topic or thesis statement.

❖ **The conclusion or end** sums up and reaches a conclusion about the topic/subject.

Activity 2

Discuss in pairs or groups what the above text says about paragraph and its characteristics.

Activity 3

Read the following texts and see which one is a paragraph and which one is not. Explain why you think so.

Text A

Besides care for personal appearance, he should pay close attention to his manner of talking and finally, an applicant must show self confidence. For a successful interview, an applicant should demonstrate some qualities. The applicant should be elegantly, not too casually or too gorgeously, dressed. Firstly he should be knowledgeable, a good degree also is necessary. Good preparation for interview is also needed. Job interview is important for everyone.

Text B

Paragraphs can be classified in various ways. In essays paragraphs are classified into introductory, development, transitional, summarizing etc, types Depending on the purpose of the writer, on the other hand, paragraphs may be classified into persuasive, argumentative, descriptive, narrative etc, types According to techniques of development they can be classified into cause and effect, contrast, comparison, definition etc. types In short, these are the major classifications of paragraphs.

Activity 4

The following sentences are not in proper order to form a coherent paragraph. Rearrange them in a logical order. Put a number in the bracket against each sentence according to the sequence you would like to arrange them in.

( ) Last Friday was a frustrating day.

( ) But my father called me and asked me to type a few official letters for him before I went.

( ) It was my aunt from next door calling to check if I could give her some time.

( ) It was a beautiful, warm and sunny day I decided to go out and enjoy the lovely weather.

( ) When I finished typing, I got up quickly and hurried towards the door.

( ) I got dressed, took my fishing rod, and got my bicycle out to go fishing.

( ) When I got back home, the sun had already set. I was still dressed to go fishing, and the cycle and the fishing rod were there leaning against the gate

( ) Just at that moment, the door bell rang.

( ) She needed me to take her to the hospital.

( ) Her daughter, my cousin, has just given birth to a baby boy

( ) As I took the cycle and the fishing rod inside the house I realized that I had spent the day doing things I never thought I'd do.

( ) I left the fishing rod and the cycle standing against a wall in the courtyard, ready to go the moment I would finish typing the letters

Activity 5

Look at the sentences below. They do not fit into one paragraph. They refer to two different topics. Separate the sentences for two different paragraphs and rearrange them into two logically connected paragraphs.

- My first day in the new school was difficult.
- There were some benches and an outdoor oven in the picnic area.
- In the National Park of Shalna we found perfect setting for our picnic.
- I got stuck in the traffic jam and reached school fifteen minutes late
- Everyone had gone to class and I found no one to ask for direction.
- Nearby we found a football field, and not further away, a big pond where some of my friends went swimming immediately.
- Twice I was embarrassed when I walked into classroom that was not mine.
- Behind the picnic area was a forest where some of us went for a walk after lunch
- The building was so huge that it was hard to find my classroom.
- Finally, I decided to go into my classroom
- When I ultimately got to my class, I was almost in tears.
- We liked the place so much that as we rode home on bus, we agreed to have next year's picnic in the same spot

Types of Paragraphs

There are many types of paragraphs. The major types are:

Descriptive paragraph	**Narrative paragraph**	**Cause and Effect paragraph**
Comparison paragraph	**Contrast paragraph**	**Expository paragraph**
Argumentative paragraph	**Persuasive paragraph**	**Listing paragraph**

Some of these types are dealt with elaborately from lesson 3 onward.

17/2: Topic Sentence

Writing an effective topic sentence

A good topic sentence introduces the topic to be developed in a paragraph. It controls or limits the focus of paragraph, and once the focus is mentioned, there is no scope to go outside it. Anything outside its scope will be redundant or unnecessary. On the other hand, if the paragraph does not sufficiently support the topic statement that proves another weakness of a paragraph.

Remember that although the topic sentence usually comes at the beginning of a paragraph, it may sometimes come at the end or even in the middle of the paragraph. Sometimes the main idea of a paragraph can be so obvious that it need not be stated explicitly.

Activity 1

Read the following paragraph from a thank-you note and then answer the questions that follow.

You have made everybody in our family happy by giving me the raincoat. Sonia is happy because she won't have to lend me her raincoat again. Mother is happy because we have stopped arguing over who is going to use the one raincoat we have had. Father is happy because he doesn't have to buy one now. Even old grandpa is happy because now the house is quiet and he can sleep peacefully. I am the happiest person of all because you gave me a wonderful gift.

a What is the topic sentence of the above paragraph?

b What is the topic?

c How do all the other sentences add up to explain the main idea of the topic sentence?

Activity 2

In each of the following paragraphs, the topic sentence is missing. Supply the topic sentence for each.

a **Tourist Spots in Bangladesh**

The first and most important tourist attraction in the country is Cox's Bazar sea beach, which is the longest sea beach in the world that has a sloping sandy beach where people can go swimming and have sun baths One can also go for drive long the beach. The hilly area beside the beach has a wonderful natural beauty. The scene of sun-rising and sunset seen from the beach have unique beauties of their own that can only be fe t, and difficult to express in language. The second attraction for tourists in Bangladesh is the Sundarbans, the largest mangrove forest of the world The dense and tall tropical forest is remarkable for its natural beauty. The streams runn ng through the forest, and its habitats, the Royal Benga tigers, striped deer and other animals make it one of the world heritage sites of the world Kuakata beach of Barishal and Patenga beach of

Chattogram are some other places of natural beauty worth visiting in Bangladesh. The country has many other scenes and sights worth visiting for local and foreign tourists.

b. Developments in Rural Transport System

A revolution has taken place in the rural transport sector in Bangladesh. About a decade or so ago, there were hardly any mechanized mode of transport in the rural areas, people had to walk long distances. Students used to walk three four miles to go to school and another three four miles of walking back home from school. Farmers used to carry their goods either on their heads or by bullock or buffalo driven carts. But with the improvement of roads in the rural areas, non-conventional mechanized transports are seen frequently moving along the roads, carrying both people and goods. This mechanized transport system that includes engine driven vans, tempos, auto-rickshaw and the like have changed the face of rural Bangladesh. The farmers can easily market their products by using these transports. It has brought mobility in rural life and it is largely contributing to the economic growth of Bangladesh. Thus it is noticed that very significant change has taken place in the rural transport system of Bangladesh.

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Activity 3

Use the topics below and compose a topic sentence for each one. The topics are too broad for developing into single paragraphs. Think of an idea about each topic and then state the idea in a topic sentence.

For example, **A Good Friend** might have the topic sentence "One quality I look for in a friend is loyalty."

a A good friend

b The value of my hobby

c How I spend my weekend

Activity 4

Complete the plan for a paragraph shown below. Add more supporting details. Then write the paragraph thanking the host of the party mentioned in the outline below:

Main Idea and Point of View	Topic Sentence	Supporting Details
Writer enjoyed a party to show appreciation for being invited	I just wanted you to know how much I enjoyed your party.	1. The raffle draw was so much fun. 2. The food .. . . .. 3. And I was so glad to meet 4. .... 5 .. .

17/3: Descriptive Paragraph

Description is that kind of writing that pictures a place, a person, or an object. In learning to write description, you should sharpen your powers of observation i.e. train your five senses- sight, hearing, smell, touch and taste. Try to picture for your reader the people, places or objects you are familiar with and have observed carefully. This will help you describe them vividly by using details that would appeal to your reader.

When you write a descriptive paragraph, tell who or what you are describing in your topic sentence. Here is an example for you. Read the paragraph below and look for details that appeal to the senses.

Activity 1

Read the paragraph below and answer the questions that follow.

The rainstorm was becoming more intense. Outside the wind roared and raindrops splashed against the window panes. The wind rattled the windows and slammed the shutters against the front of the house. Water began to drip from the living-room ceiling in big noisy splashes. Then a loud burst of thunder vibrated the house and made everybody jump. Five year old Rima hid her face in her mother's lap and began to cry.

Which details in the paragraph above help you hear sounds? Which help you see the rain?

Activity 2

A good paragraph helps the reader see something exactly as the writer sees it. Think of details of your own to describe the following things. Try to use your five senses: sight, hearing, taste, touch, and smell.

a. The clouds in Autumn, or in the rainy season
b. The star fruit
c. Your favourite flower, or your favourite food

Describing People

A **Read the following extract taken from Ernest Hemingway's story, The Short Happy Life of Francis Macomber:**

Francis Macomber was very tall, very well built if you did not mind that length of bone, dark, his hair cropped like an oarsman, rather thin-lipped, and was considered handsome. He was dressed in the same sort of safari clothes that Wilson wore except that his were new. He was thirty-five years old, kept himself very fit.

Notice that the details in the above passage describe the physical features and appearance of Francis Macomber.

B **Now read the paragraph below from another story, The Capital of the World, by the same author and see how it describes both the appearance and some of the nature of the person being described:**

He was a well built boy with very black, rather curly hair, good teeth and a skin that his sisters envied, and he had a ready and unpuzzled smile. He was fast on his feet and did his work well and loved his sisters, who seemed beautiful and sophisticated, ... and he loved his work.

C **Read the following paragraph and notice how the topic sentence expresses the main idea of the topic, i.e. my little sister acts like my big sister. And then notice how this is developed through illustrations or examples in the following sentences:**

My little sister might as well be called my big sister. I'm twenty years old, and Urmila is only twelve. But Urmila acts like a sixty year old lady, not only with me but with everyone else in the house. She is regularly advising my father on what to wear, what to eat, when to take rest. My mother merely smiles when Urmila advises her on what to cook for the day or if the curry was a little too salty. Maybe we all pamper her a little

and accept her adult acting. But last month when I came down with the flu, I realized how precious she was to me. She sat beside me all the time, putting an ice-bag on my forehead, bringing me water and fruit juice to drink and often, in her usual manner, scolding me if I did not take medicine on time. And all through those days she tried to cheer me up by telling me the "little stories" of her life. That one time she really was my 'big" sister.

Activity 3

Write a paragraph on a brother or sister (or any close relation) of yours. Write a topic sentence telling the reader about a characteristic thing of his or her nature. Then write sentences to develop that idea.

Activity 4

Write a paragraph describing your best friend. You can describe some features of his/her appearance as well as some aspects of his/her nature, or can describe just one of the two.

Describing a Place

D **Read the following paragraph in which the writer is describing a street in the early morning as he or she sees it.**

A Street in Early Morning

In the early morning streets are scenes of serene beauty. I live on the eighth floor of a high-rise building by a very busy street in Dhaka city. But in the early morning the street wears a very different look. When I get up early, I often stand on the balcony overlooking the street. The sun has just come up and its light bathes the whole street with a golden glow. The street lights, after the night's vigilance, say goodbye as they are turned off. On the footpath the street dogs that were awake all night curl up for a bit of sleep. On the other side of the street, a few unfortunate homeless people pull up their torn bed sheets to

shade them from the sun and go back to sleep again. A car, with its headlights still on, rolls by slowly as if sorry to disturb the morning calm. A few rickshaw pullers paddle their vehicles slowly towards no particular destination. A tea stall lights its fire and the smoke from it fills the quiet morning with heavenly mists. A light breeze brushes my face as I stand there enjoying the serene beauty, trying not to think of the noise and hustle of the day that will surely follow in a few short minutes.

Activity 5

Write a paragraph describing a busy city street.

E Here is another descriptive paragraph. Read the paragraph and find out the topic sentence, developers and terminator or concluding sentence in it.

a) Rural Life in Bangladesh

The majority of the people of Bangladesh live in the rural areas. People live a very plain and simple life. Majority of the rural people are farmers. They work on their lands and earn their livelihood by cultivating their own land or working on other people's land. They work hard from morning till night. Some of the farmers are quite well to-do, but there are many landless people also. The affluent people of the rural community send their children to schools, colleges and universities, but the poorer section cannot afford their children's education. In most cases, their children become child labourers. They work as day labourers in other people's houses or turn rickshaw or van drivers. These days, most of them can, however, earn enough to manage two square meals a day. Some of them go to the nearby towns and cities to work as rickshaw pullers, garments workers, taxi or auto-rickshaw drivers. Whatever is the amount of money they earn, they are happy with what they have. These days the rural people have modern facilities of life too. Most houses have electricity, television, the rich people also have refrigerators, improved sanitation system

In every nook and corner of the villages, there are small bazaars, where people go for shopping and spend their leisure time taking tea, gossiping, watching movies, sports etc. together. Most villages have primary schools, there are high schools and colleges in every two/three villages. The rate of education in the rural areas is increasing rapidly. Rural people have a good community life. They help each other in their weal and woe. The villages have been modernized over the last two/three decades.

Activity 6

Write a paragraph describing a reading room in a library.

Further Tasks

Think about the following topics, note down as many points as you can think of. Arrange the points in a logical sequence, write a topic sentence, and then develop a paragraph on each topic.

a A historic place/site

b The Parliament House (Sangsad Bhaban)/The National Mausoleum

c An old house

d A summer evening

e A crowded market

f A double decker bus

Describing an event:

Activity 7

Look at the picture below and describe what is happening.

17/4: Narrative Paragraph

The purpose of narration is story telling. Narrative paragraphs narrate or tell about some past incidents or events. The simplest kind of story is the kind of writing that tells us about a series of actions, usually in time order, in a single paragraph. A good narrative paragraph often tells us not only 'what happened' but also 'how it happened'. While writing a narrative paragraph you should keep in mind the following guidelines:

- a present the subject in a topic sentence
- b include information about the people and the setting
- c tell the action in chronological order
- d use transitional words, such as, first, soon, next, then, later, etc.
- e write a concluding sentence to bring the incident to a definite end

Here are some examples of narrative paragraphs.

A Horrible Childhood Memory

Some of the past memories are not forgettable. Here I narrate one such memory of my life. I remember a fateful day when my friend, Sameer, almost got drowned. During our summer holidays, our school was closed. There was a big pond close to our home. My friends and I often went there to take our bath and have a swim. On that bright colourless summer day I had gone with my two friends, Sameer and Arif, to the pond. We got into water, swam for a while and were thoroughly enjoying ourselves. At one stage, when we were quite far away from the bank I heard Sameer cry out for help. He was going under water. At first I thought he was making fun, but soon I realized that there was something wrong. I saw Arif swimming toward Sameer. But Sameer was drowning, his body was under water. We could not find him. It was a serious situation; everybody was tensed. I was puzzled and could not decide what to do. Then I swam towards the bank and cried out to the passerby to do something to rescue Sameer. Hearing my shouts a young man rushed to the spot, took off his shirt and jumped into the pond within moments. He dived into the water, searched for Sameer a few times, and after about five minutes found him and brought him on the surface, and carried him to the bank in an unconscious state. We were still not sure about his condition. Then he shook Sameer in a special way for sometimes. After about 40 minutes Sameer had some movement and opened his eyes. It was a terrible experience of my life.

My First Day at School

I still remember my first day at school. A few months before I was taken to school, there was a kind of preparation in the family for helping me start a new chapter of my life, my school life. A new dress was tailored, a new bag and a few new books were purchased. (In)On a fine morning in January, my grandmother and my mother dressed me up for school, hanged my school bag with the books inside at my back, and my grandfather, who was excessively fond of me, held me by my hand and led me to school. It was

primary school about half a mile away from our home, not very far, but I had never been there before. From a distance I could hear the noise of the students learning their lessons in a loud voice, and there was a sound like the singing of a chorus. When I reached the school, I saw a large number of boys and girls sitting in five different clusters, each cluster was a class. I could see them all, as there was no partition to separate the classes. I was afraid to see so many boys and girls, and the noise they were making. Moreover, the teachers were quite old and seemed rather unfriendly to me. My grandfather took me to the Head Teacher for admission, completed some formalities, gave me some advice and left me in the school. But five minutes after my grandfather had left, I felt so helpless among these strangers that I decided not to continue. Within moments, I took my bag and started running after my grandfather. I managed to overtake him in a few minutes, but he was surprised to see me thus run away from school. He tried to take me back to the school, but I started crying piteously. This moved my grandfather, who carried me back home. When I think of this now, it provokes laughter.

See how the above paragraphs begin, develop and end.

Activity 1

Write a narrative paragraph about an unforgettable experience in your life. You may use the following questions to help you generate ideas.

What? Where? When? How? Why? etc.

Activity 2

Write a narrative paragraph on any one of the following topics:

a) A birthday party you attended

b) Celebration of Pohela Baishakh in your school last year

c) A picnic/ outing that you enjoyed very much

d) A sad experience of your life

17/5: Cause and Effect Paragraph

This type of paragraph begins with a statement of the effect first, and then goes on to give the causes that contribute to that effect.

A Read the paragraphs below and see how they begin, and what follows in the body and conclusion in each of them. Also find what is the effect and what are the causes in each paragraph?

1. Causes of Road Accidents in Bangladesh

Road accident is a regular phenomenon in Bangladesh. Many people die of road accidents every year; many others become permanently disabled, so it is considered a curse. Road accidents occur for various reasons. Many factors are responsible for road accidents. The most common cause is drivers without driving license. Many of the drivers in Bangladesh do not have driving license. Even if there is a driver with license, sometimes the conductors drive and the licensed driver take rest. Secondly, some of the drivers drive very recklessly and they try to overtake, which in most cases are one of the major causes of road accidents. Thirdly, many of the drivers overwork. They drive by day, and sometimes they drive night coach also on the same day, which cause much fatigue and the drivers feel sleepy which may cause serious accidents. Fourthly, mechanical troubles such as break failure, also cause accidents. The drivers, in many cases, do not properly check the engines before they start driving. Fifthly, there are too many buses on the roads. Moreover the roads are two-lane roads without any dividers. So, sometimes there are head-on collisions and sometimes the buses skid off the roads. There are other reasons also, but these are some of the major reasons of road accidents in Bangladesh.

2. Causes of Students' Failure in Examination

Many students fail in different public examinations every year. There are many causes of students' failure. The main cause is lack of students' interest in some subjects. Students do not enjoy learning and the system cannot make learning interesting. The major motivation is to pass and get a good grade, but beyond that, they do not seem interested in learning things for their relevance in life. Students' motivation to learning is very poor. Another important reason for students' failure is that the content students are required to deal with does not seem to have any relevance for their practical and professional life. Third Important reason for failure of students is that they study seasonally before the exams and neglect their studies throughout the year. Moreover, teachers in the country are not skilled enough to motivate the students and make their learning an interesting experience. Besides, a need-based curriculum, as well as meaningful and interesting textbooks for learners would improve the situation significantly. However, without skilled teachers nothing would take place as we desire.

3. Causes of the Spread of English as a Global Language

English has emerged as the major international language of the world. The importance of English has increased many times in the present world. There are many reasons for this. Firstly, interdependence of nations in the world has also increased after World War II, for trade and commerce and for many other purposes. Secondly, people are moving from one country to another for education, tourism, diplomatic and other reasons. A common language is required for interaction among people from different countries and contexts, who speak different languages. Without a common language it is difficult to perform different activities at the international level. English has

assumed the position of that common language Thirdly, it has also become the major library language of the world, as most of the library books in the world are in English Education of international standard is not possible without good command of English as most of the books and journals in libraries all over the world are in English. Fourthly, English is also the language of technology. It is difficult to live in the present world without computers, internet, facebook, twitter etc, which are used globally by people across borders and English is the dominant language for those. These are some of the major causes of the emergence of Eng sh as a global/international language

Notice that each of the above paragraphs begins with a statement of the effect as topic sentence and then in the body of the paragraphs, the causes are given.

Activity 1

Write a cause and effect paragraph on each topic below following the above models of development.

a) Causes of environmental pollution

b) Causes of poverty in Bangladesh

c) Causes of moral degradation among the young generation of today

17/6: Listing Paragraph

Listing paragraph provides a list of items in support of the topic sentence. The following paragraph provides a list of the major fruits of Bangladesh.

Fruits of Bangladesh

In Bangladesh, many kinds of fruits are available, and the fruit market in the country also is expanding. Firstly, the name that comes to our mind is mango which is the most popular and tasty fruit grown in plenty in different districts of the country. Another very popular and tasty fruit is the leeches which also grows abundantly in some northern districts of Bangladesh. The third popular fruit is the jack fruit which is also our national fruit. Fourthly we can mention bananas which too is very delicious and nutritious that grows in plenty in most of the districts in Bangladesh. Fifthly, the name of guava, which is very rich in vitamin C is available round the year. Among other fruits, we can mention orange, pineapple, apple which used to be imported in our country, but now growing in some regions of our country. Now Fruits are available in all the seasons, but some fruits are available in some specific seasons. Foreign fruits such as apple,orange and the like are also grown in Bangladesh now and they are available round the year. People in the country are becoming increasingly fond of fruits, so growing fruits has also become lucrative for the growers also.

<u>Activity 1</u>

Notice how the paragraph begins and develops. Find out the topic sentence, and terminators, comment on their effectiveness. Are they well developed?

Here are more examples of listing paragraphs. Notice their structure (beginning, middle and end). Comment on their effectiveness.

Stages of Bangladesh Education System

Education system of Bangladesh has few distinct stages. The first stage is the pre-primary stage which comprises the two years of nursery school education. The second step, which is the first official step in the country, is the primary level that comprises classes I to 5 and now ends with Primary Education Completion (PEC) Examination. The next step is the Junior School level which comprises three years of education from Class 6 to class 8 and ends with Junior School Certificate (JSC) Examination. The fourth step, officially third step according to the new Education Policy 2010, is secondary education that includes two years from class IX to class X and ends with Secondary School Certificate (S.S.C). The fifth step is the Higher Secondary level education for two years and includes classes XI and XII and ends with Higher Secondary Certificate (H.S.C) Examination. The next step is Higher education that comprises 4 years of Bachelor's (Honours) degree and one year Master's degree, or 3 years of Bachelor's (pass) degree followed by two years' Master's degree. After these levels, there are also research programs for M.Phil. and Ph.D. degrees. These are the different stages of the education system in Bangladesh.

Literary Genres/Forms

There are a number of major literary genres marked by their distinctive characteristics. First, Poetry is a major genre of literature marked by connotative, suggestive or ornamental use of language, rhyme, and rhythm. This makes poetry different from other genres of literature. Poetry again has sub-genres like lyric, sonnet, elegy, epic etc. Another major genre of literature is drama or play which is written both in prose and verse. Drama is primarily a performing art, not a narrative art, and is meant to be staged in a theatre. It is composed in dialogue, and is marked by action of the actors and actresses. Drama has subgenres like tragedy, comedy, tragi-comedy and history plays. The third major genre of literature is fiction

which is a narrative art, written usually in prose, has one or more narrators telling the story/stories Fiction has sub-genres like novel and short story. The fourth genre of literature is non-fiction prose. Creative writers in all ages and all countries have tried their hands in all these genres and entertained readers of all ages with their writings.

Activity 2

Write listing paragraphs on the following topics:

a) Picnic spots in your district

b) The major sources of entertainment of the time

c) Tiers of local government

17/7: Comparison Paragraph

This type of paragraphs shows similarities between two persons, places, things, objects, actions or ideas The topic sentence shows how we are comparing the features or qualities of two subjects To use this technique, we can have two procedures

a) We can compare two subjects' features or qualities point by point, or
b) We can state all the features or qualities of a subject first and then compare these with those of the other subject.

Read the following paragraphs and see how it has been developed. Notice its topic sentence, development and conclusion.

A Paragraph and an Essay

Despite differences in length, a paragraph and an essay have a number of similarities. Firstly, a paragraph has a beginning which is the topic sentence that introduces the topic. Similarly, an essay has a beginning called the introduction which also introduces the key idea(s) of the essay. Secondly, a

paragraph has a body comprised of a few sentences called the developers which develop the idea introduced in the topic sentence. Similarly, an essay also has a body comprised of some paragraphs that develop the idea introduced in the introduction of the essay. A paragraph has a terminator or concluding sentence that logically draws the idea of the paragraph to a logical conclusion by restating the idea of the topic sentence. Similarly, in an essay, the concluding paragraph sums up the idea of the essay and concludes with reference to the idea(s) in the introductory paragraph. In addition to these, both have a sense of unity. The different sentences in a paragraph contribute to one idea stated in the topic sentence and thus create a sense of unity; the different paragraphs of an essay, similarly, contribute to the central argument of an essay. Thus, a paragraph and an essay are largely similar structurally.

Read one more paragraph of comparison. Comment on its development

A Short Story and a Novel

Although different in length, a short story and a novel have many similarities. Both belong to the category of literature known as fiction; they are fictitious. Both of them have a story outline or plot. A short story has a setting, both time and space settings; similarly a novel also has time and space settings which contribute to the meaning or theme. Both are narrative arts and have story teller to tell the story. Both are written in prose. Both the genres have some characters, and episodes and both have themes. Thus, a short story and a novel have many similarities.

<u>**Activity 1**</u>

Write a paragraph of comparison on the following topics:

a. Your father and your mother
b. A library and a museum
c. A brother or sister of yours and yourself

17/8: Contrast Paragraph

Contrast paragraphs show the differences between two things.

A Here is an example of a paragraph which presents a contrast between the stars and the planets.

Stars and Planets

Although stars and planets shine in the night sky, they differ from one another in many ways. In fact, most of the shinning lights in the sky are balls of fire called stars. We do not feel their heat because they are very, very far from us. Our sun is a star. The planets, on the other hand, are balls of cold gas or solid rocks, and revolve round the stars. Our Earth is a planet that goes round the star sun. Mars is another planet that revolves around the sun. Stars come in different sizes and colours. The new stars are bluish-white in colour. Often their heat is so intense that they look white and are called "White Dwarfs". Then there are large stars that have burnt most of their fuel and are red in colour. They are often so big that astronauts call them "Red Giants". Like stars, planets also vary in size and colour. Our Earth is a small planet compared to Jupiter, which is a ball of gas, many hundreds of times larger than Earth. The Earth looks blue, the Mars is red, while the Jupiter is orange.

B Read the following example of a contrast paragraph and see how it begins, develops and ends.

Summer and Winter in Bangladesh

Summer and winter are two contrasting seasons of Bangladesh. Each has its own characteristics that distinguish it from the other. Summer is constituted of the months of May and June; winter, on the other hand, is constituted of the months of December and January, as it really happens these days. Summer is very hot and humid season. Temperature shoots up

to 45 degree Celsius sometimes in some places of the country. During the noon time, the roads become empty in the towns and cities as people are afraid to go out in the sun. Sometimes people have heat stroke when they work under the scorching heat of summer. The humidity causes profuse sweating. On the contrary, winter is a very cold season; sometimes mercury goes down to 3 or 4 degree Celsius in some places of the country. Often there is dense fog in winter, and it continues for 3 to 5 days. The sun is not visible for those days. Summer is the season of delicious local fruits like mango, jack fruit and guava among others, whereas, winter is a season of vegetables and flowers of different types. Thus the two seasons of Bangladesh, summer and winter, are marked by distinctive differences

C Here are two more examples of contrast paragraph. Read these and notice their organization. See what differences between the two topics in each paragraph are mentioned.

A Novel and a Drama

A novel and a drama are two different genres of literature with distinctly different features. The first is a narrative art that has story and one or more story tellers. It is written in prose. But drama is an action, not a narrative. It is written in dialogue and the characters act out these dialogues on the stge. It is a performing art. A drama is not a drama unless it is acted out on the stage. Drama has an audience, but novel is meant for reading. The narrator introduces and describes the characters in a novel, but in a drama the characters are revealed through the action. Briefly these are some of the major differences between a novel and a drama.

Objective Test and Essay Test

Objective test and essay test are two different types of test which focus on different skills. Both have comparative merits and demerits also. An objective test tries basically to test recognition and recall, some form of it can test basic knowledge and understanding also, but it cannot test analytical and logical thinking of the students and their originality and creativity. Most common types of objective tests are MCQ tests, gap filling, yes/no, true/false type questions etc. Objective tests are easy to score, even machines can score objective tests. So scoring is highly reliable. Marks do

not vary among examiners for the same level of answers. Correct answer will get full credits, wrong answers will be given no credit. So whoever the examiner is from wherever, marking is reliable in this type of test. On the other hand, essay tests focus on logical thinking, analytical skill and creativity in presenting an idea, which are very important for all learners for their intellectual development. However, marking is highly subjective in this type of tests. Two examiners may award two different marks for the same type of answers, or even the same examiner may award different marks for the same level of answer if marking at two different times or on two different days. Therefore, scoring of essay tests is not reliable. Thus the two types of tests focus on different aspects, and both have their distinctive merits and demerits and both are needed.

Activity 1

Write paragraphs of contrast on the following topics:

- **a** Town Life versus Rural Life in Bangladesh
- **b** The Old and the Young generations
- **c** Two books you have enjoyed reading
- **d** Two of your teachers you have liked

18 Short Composition — 18/1: Narrative Writing

A short composition or a brief essay possesses the following characteristics:

a It is a composition of several closely related paragraphs

b It develops the writer's view on the subject concerned in a clear, precise and well-organized manner.

c It is different from a paragraph in length, but quite similar to a paragraph in structure.

It is made up of three essential parts:

a The introduction : Presents the idea/s going to be discussed

b The body : Develops the ideas presented in the introduction

c The conclusion : Summarises what is discussed in brief
No inclusion of new idea/s

A Read the following extract of narrative writing from Jonathan swifts Gulliver's Travels (Chapter 1)

My father had a small Estate in Nottinghamshire. I was the third of five sons. He sent me to Emmanuel College in Cambridge, at fourteen years old, where I resided three years, and applied myself close to my studies. But the charge of maintaining me (although I had a very scanty allowance) being too great for a narrow Fortune; I was bound apprentice to Mr. James Bates, an eminent surgeon in London, with whom I continued four years; and my father now and then sending me small sums of money, I laid them out in learning Navigation, and other

parts of the Mathematics, useful to those intend to travel, as I always believed it would be some time or other my fortune to do. When I left Mr Bates, I went down to my Father; where by the assistance of him and my uncle John, and some other relations, I got forty pounds, and a promise of thirty pounds a year to maintain me at *Leyden*; There I studied Physics two years and seven months, knowing it would be useful in long voyages.

Soon after my return from Leyden, I was recommended by my good Master *Mr. Bates*, to be surgeon to the S, Captain Abraham Pannel Commander, with whom I continued three years and a half, making a voyage or two into the Levant, and some other parts When I came back, I resolved to settle in London, to which Mr. Bates, my master, encouraged me, and by him I was recommended to several patients. I took part of a small house in the Old Jury, and being advised to alter my condition, I married Mrs. Mary Burton, second daughter to Mr. Edmund Burton, Hosier, in Newgate Street, with whom I reached Four hundred Pounds for a portion.

B Read the following short composition and see how Rashed narrates a sad experience of life.

When I was in class three, I had one of the saddest experiences of my life. It was at this time when I lost one of the dearest persons of my life, my grandfather That was the first death in my family that I experienced After that, I have lost a few more relatives, my grandmother (paternal), and my maternal grandparents with a few more other members of my family But as a little boy, my grandfathers' death proved a crushing blow difficult to bear for me.

My grandfather was the centre of earth for me I strolled around him as a little boy. He held me by the hands and took me to different places, fairs, mosques and temples, to the Eid prayer and also to see *Durga Puja* He often lulled me to sleep. I also used to sleep with him at night

Like other nights, I was sleeping beside my grandfather that night. He was quite hale and hearty. I could not realize what went wrong with him. He was quite good when he went to bed, he went to toilet but came back groaning, went unconscious within minutes. I was frightened and cried to the top of my voice. It was late night. My parents and others in the house came rushing to our room. A doctor was called, he gave some medicine, an injection also was given, but there was no end to the groaning. The doctor looked serious, everybody around started crying. My parents started crying piteously, my father being the only son felt very miserable. I was crying too. Then all groaning stopped. My grandfather breathed his last. I hope, you can imagine the situation.

In the morning our relations started coming, the neighbours also came. Preparations were being made for his burial. As it was the first death of one of my closest persons in my life, I felt emotionally paralyzed. It was a feeling that can only be felt, cannot be described in language. I could not understand at that point of time how human beings survive after the death of their near ones. My existence seemed meaningless without him.

When people took him for burial and put him in the grave, it seemed my joys were all buried with him. This feeling continued for a long time; I did not feel like going to school, even if I was sent to school, life seemed joyless to me.

Till today, the agony of losing him pains me whenever I think of that day.

Activity 1

Write a short composition on a sweet memory of your life.

Activity 2

Think about the following topics, note down some points, plan and then write short compositions on them. Try any one in class.

- Your experience of PEC and JSC Examinations
- An interesting experience of your primary school
- Experience of a school picnic

18/2: Descriptive Writing

A A short composition describing a tour to Cox's Bazar

After my final examination of class IX, our family which consists of 4 members only—my father, mother, elder sister and myself—decided to go to Cox's Bazar. We sat together to plan our journey. We decided to travel by train. We would take the 7 a.m. train to Dhaka, and the same day we will take the afternoon train to *Chattogram*. Accordingly train tickets were booked in advance.

On December 25, 2015 we started our journey from Rajshahi Railway Station by Silk City Train. We had our seats in the AC chair coach. I had a front facing window-side seat from where I could look through the window and see the scenes outside. The train journey was quite comfortable. We took some food with us, and had our breakfast on the train.

At 1.00 p.m. we reached Kamalapur Railway Station, Dhaka, but the Chattogram train, Suborna Express was in the afternoon at 3.00 p.m. So, we decided to take our lunch at Kamalapur Station. We went on the first

floor in a restaurant, rather a good restaurant with our bags. After lunch, we came down to the platform where the *Chattogram* bound train was supposed to leave. The train was on time. It came near the platform half an hour before the scheduled time. We got into the train comfortably and took our seats in AC chaircoach in this train too. It was a very comfortable train.

The train started exactly at 3.00. After Noakhali we were excited to see the scenic beauty of the region. We saw the small hills on both sides of the train. As my sister and I never had been to this part of the country before, we had not seen hills and mountains before. So it was a dream coming true for us. We were really very excited. At 8.0 p.m. we reached *Chattogram* station. We spent the night in our cousin's house. *Chattogram* City captivated our heart. It is so beautiful. The houses on hill tops look fascinating.

The next morning at 8.00 a.m., we took a bus to Cox's Bazar. My sister and I were amazed by the bewitching beauty of the natural scenery of the hill stretching for miles. We, for the first time, saw that our lovely country has such a beautiful landscape; the topography of the hilly regions offers a contrast to the plain lands of the country. We reached Cox's Bazar around 12 noon. We went to the hotel rooms which my father reserved for us in a motel on the beach, called 'Probal'. The motel was just on the beach and from the hotel room, the sea was visible, and roars of the sea were audible.We decided to change our dresses and go to the beach and take our lunch in a sea side hotel.

We went to the beach at 1.30. What a spectacular scene it was! The vast expanse of the sea water in front of us, the big waves with foams and roaring sounds rushing to the shore! We were just stunned by the magnificence of nature!

We were in Cox's Bazar for two days. We spent most of the time during the day on the beach, we walked along the shore, bathed in the sea,

basked in the sun, did some shopping every day We ate sea fish for our lunch and dinner I fell in love with the sea and did not really feel like coming back. We forgot our home for those two days The sea cast a spell on us We could not realize how the two days were gone

B Now read a short composition by an eminent person describing his village.

I come from a village in the district of Pabna It is about six miles east of Pabna town and about one kilometer north from Pabna –Sujanagar Road A One Pacca Road from Sujanagar Road goes through our village and at one point in our village the road has another branch and both the branches go through our village and through many other villages and finally the roads meet Pabna Ataikula Road at two different points. The village now has a touch of modernity. There are two bazars now on the roads in three different places of the village. It takes only forty minutes now to go to Pabna town, and to come home from the town. The villagers now are daily trafficking to the town with motor cycles, bicycles, CNG and auto-rickshaw. The non-mechanised and mechanised transport system in the villages has changed the economy of the village Mobility of the people has improved significantly. The village has many graduates from different public and private universities of the country. Many of them are working in government offices, non-government organizations and banks.

The villagers still depend largely on agriculture However, the entire village has irrigation schemes with deep and shallow tube wells. Most of the villagers work in their fields during day time, and in the evening they sit in front of television sets in the bazars and watch various satellite channels together. Most of the houses have television, many have refrigerators The houses are mostly tin shed houses There are some buildings as well The economic condition of the people are good now. The landless people also can earn enough to meet their daily expenses. Even the day labourers now send their children to school.

The village has two primary and one high school. Many boys and girls read in these schools. The schools have changed the face of the village. Our girls can easily study up to the S.S.C level almost free of cost. In every house we have qualified girls now. Many of these girls are studying in the major universities of the country.

The village has a wonderful scenic beauty. During season, the lands are full of green crops which present a wonderful sight. To the north of the village, there is a big *beel* area, which these days do not have much water, and so has become the hub of paddy production. The entire village is full of trees. People have developed an interest in tree plantation. There are some mango orchards, small ones though. People also grow seasonal crops and vegetables, very fresh, and green vegetables.

Majority of the people are now economically solvent. Some people are in business. The businessmen seem to be economically well of. However, there is a kind of friendliness and fellow feelings amongst the villagers. Boys and girls play together. They organize cultural and sports activities in the village. One drama is staged annually by our club, Ansar Smriti Sangha. The club organises some sports and games competition every year. There is often a football competition, volleyball competition, badminton championship, *ludu*, carrom and some other indoor sports competition. At one side of the village there is a very large and beautiful graveyard. People from the nearby villages bury their dead in this graveyard.

The villagers have fellow feeling for each other, they have a good bonding. They help each other in times of need. If anybody is maltreated by outsiders, the entire village comes forward and stand beside the distressed man. For wedding and other social occasions, they organize big parties for the villagers. They stand beside each other in their weal and woe. The village has the most shaping influence on me. I now live in a city, and am lost in the busy schedule of professional responsibilities, but the memories of my early life in the village are always fresh with me and beckons me to visit it. So I visit my village and my relations still living there whenever I can make some free time.

My Mother's Village

(From N C. Chaudhury's Autobiography of an Unknown Indian)

To pass from Banagram (*where the writer's ancestral home was located*) to my mother's village, Kalikachcha or Kalikutch, was to pass into a world so different, so humble, so full of humility, and so self effacing in bamboo and cane greenery, that it brought tears to one's eyes....The country round Kalikutch was open, but the village itself was thickly wooded, in places so thickly as to have the appearance of a tropical forest It was only at Kalikutch on our side of East Bengal that I saw thick undergrowth at the foot of tall trees, climbers of all sports and cane clinging to them, and bamboo, reed, and scrub all jumbled together Sometimes through small gaps in the bushes we could see real wild cats (***Felis Chaus***), not merely the domestic cat become feral These animals at times stared at us very gravely, at times dozed without paying us the slightest heed, and at times also caterwauled The distance within which we considered it safe to approach them was never less than one hundred yards. So after all there was not much occasion for the cats to take us very seriously.

There were also patches of wood which were more open, and through them we could see the sun rise and set with bizare effect, looking very big against the tree trunks which took the appearance of dark and thick stripes on its body. Besides the woods, there was almost everywhere about us some water-way, marsh, pond, pool, or tank. The tanks were mostly, but not in every case, in tolerable condition. That could not , however, be said of the other domiciles of water They were all choked with weed and smelt of rotting vegetation The water of the little pond in which we washed our mouths after meals was of the colour of lightly brewed tea without its pleasant smell The smell of the water was of the vegetation just mentioned. The great attractions of this pond were the moor-hens and water-hens, whose calls we always heard but whom we rarely saw. Even when we saw them it was only a glimpse of fluttering wings that we caught.

Activity 1

Imagine that you have been sent to a boarding school in a foreign country (choose a country of your liking) for study. This is your first time away from your parents. Moreover, you are in a foreign country with no relatives and friends. You feel home sick. Write a short composition on your feeling in that imaginary situation.

Activity 2

Imagine that you have been captured by some sea pirates from Cox's Bazar who took you to the deep sea, but chased by coast guards, they left you in a distant island where there is no other human being. You have no food to eat, no house for shelter. Write a short composition describing your imaginary situation.

Activity 3

Imagine that you have become the Prime Minister of Bangladesh. Write a short composition describing your plan of action for the next five years both for Bangladesh and the world.

Activity 4

Imagine that you are the Education Minister of Bangladesh. What would you plan to do to help the school students learn English?

Activity 5

Imagine that you are an English teacher. Write a short composition on what you will do for your students' effective learning of English.

Further Tasks

- Write a short composition describing your village/home town.
- Write a short composition narrating the experience of an interesting happening in your life.
- Write a short composition describing the cultural activities of your school this year.

Activity 6

Write short compositions on

a Are you interested in students politics? Why/why not?

b The contributions of your parents in your life

c Print media versus electronic media

d The use of computers in Bangladesh

e What would you like to be after ten years

f Society and students

g A book/film you have enjoyed much

h My country my pride

19 Completing Stories

We all like to listen to stories. But it is not always easy when it comes to telling or writing a story well. It requires a lot of planning and organization in building up the plot and the characters.

There are some common techniques of telling a good story. For example, how you begin it, how you carry the story forward, and how you end it. Before you start to write a story, you must have the whole plot clear in your mind, and the main points arranged in their proper order.

Read the following story, one of Aesop's well-known fables, and see how the story has developed.

The Seven Sticks

Long ago and far away, there was an old farmer who had seven sons. When he thought that he was about to die, he gathered his sons about him. He told a servant to bring in a bundle of seven sticks tied together. Handing the bundle to his oldest son, the father said to him, "Now break the bundle".

The son tried with all his might, but he could not break the bundle. One by one, the other brothers tried. None of them was strong enough.

The father smiled, "Now, my sons, untie the bundle. Each of you take a stick and try to break it." This time they had no difficulty doing as their father bid them. In a few moments all the sticks were broken.

"In unity there is strength," said the father.

<u>Activity 1</u>

Following are some hints for another of Aesop's very well-known fables. The moral of the story is, "Where there's a will, there's a way". Try to complete the story by filling in more details. Use the moral in the right place of the story.

A thirsty crow came upon a pitcher ...... his beak was short and the water was very low ...... a bright idea ...... took a pebble ...another one ...... then another one ...... water began to ......he dipped his beak and drank.

Activity 2

Write stories with the following sentences as the beginning. Remember that before you start to write, you must first think out the steps in the story clearly in your mind and arrange them in the right order.

a There was a crash and shuttering noises. As Selim looked back, he found people rushing to the corner of the road. He also ran and after parting his way through the crowd, he saw ......

b It was almost mid night and Abir had still a long way to go. The country road was deserted. Only a faint light from the house far to the left reached the spot. All around him was quiet with the occasional hooting of an owl somewhere. The trees looked dark and ominous. Then suddenly ......

c Mukta got up from the bed as usual. She finished her morning chores and ran down the streets to catch the bus to school. That was when she remembered that it was the morning of May 23

Activity 3

Write stories using the following sentences somewhere in the middle of the stories.

a Finally the two men jumped into the river. The current was fierce but they tried to swim as fast as they could. It was a matter of life and death ...

b The two of them sat looking at each other. They could not believe what they had just heard. Could it be true . . .

c She looked at the picture again. Her hands were now shaking perceptibly as tears rolled down her cheeks . . .

Activity 4

Write stories with the following lines at the end of the stories.

a The night finally ended. The sun was rising with its red morning glow and everything seemed nice and quiet again.

b We all stood there quietly as the car rolled of silently. The Headmaster turned his head slowly from the back of the car to take a last look at the school. He tried to smile at us but tears were already rolling down his cheeks.

c The bus stopped at the school gate but it took some time before all the students got off. They were all tired and exhausted by the day's happenings. It was quite an adventure for all of us.

Activity 5

Look at the picture and write a story about it using your imagination.

Writing or completing a story involves imaginative thinking and involves crafting of an imaginary story that will have a reflection of real life. It involves description of an imaginary situation with creative use of language. Sometimes you are required to develop a plot.

Write stories using the following hints.

Activity 6

A poor farmer has a son, who is extraordinarily bright, financia ly nso vent, the boy drives auto rickshaw and earns expenses for education, does very well, admitted in medical college, passes MBBS with gold medal, had to struggle hard all along for earning, father could not help much, obtains MBBS, becomes an MBBS doctor, obtains FCPS, becomes a famous doctor, serves the poor, parents are very happy, built a house for the parents and they live happily.

Activity 7

An honest officer; lives a simple life; somehow manages both ends meet; has difficulty funding for children's education; temptation for bribe, but retains his pr nciples, his subordinates and colleagues, who are not like him, do not like him, they try to put him in trouble, once they took a large amount of bribe, and for safety hid the bag full of money in his office. The bribery was reported, po ce came to search for the money, it was found in his room, he was arrested, sent to jail , was suspended from his post, finally he was found not-guilty; got a compensation pack, and the real culprits were arrested and punished

20 Writing Summaries

A summary is a restatement of someone else's words in your own words. There are many different kinds of summaries, and they vary according to the degree to which you interpret or analyze the source. Some are pages long, while others are just one or two sentences. However, for all types of summary, the writer is responsible for generally stating, in his or her own words, the main information or argument of another writer.

Purposes of the Summary

Summaries benefit the reader because they offer a concise, general version of the original information. For a busy reader, summaries provide quick overviews of material. Summaries also show readers that you have understood the general point of a text, and in this way, teachers can test your knowledge. The process of summarizing someone else's material enables you to understand that material better.

What and When to Summarize

Many student writers tend to quote when they should summarize material. Quote only when the author expresses a point in a particularly telling or interesting language. Otherwise, simply summarize. Use a summary to restate an entire argument. Use a summary to present information

How to Summarize

- Read the original passage or text very carefully.
- Use a pencil to highlight or underline what you take to be the main point/points of the original text, or make notes in the margins or on another sheet of paper
- If you're summarizing an entire essay, outline the writer's arguments.
- These notes and outlines should be brief. Using this list of points, you write down the summary, referring to the original text only when you want to make sure of some point. This will help you to reproduce the substance of the passage in your own words

Summary Conventions

- Summaries can range in length from two sentences to several pages. What you have to remember is that when you write a summary of something you have read, you make your summary shorter than the original. Usually a summary is one third of the original in length, i.e. if a passage is of 150 words, the summary of it would be about 50 words long.
- In any case, use complete sentences to present the main points or information the text you are describe an author's general points to the reader. Don't quote extensively. If you quote, use quotation marks and document the quotation. If you fail to document the quotation, even one word that the author used, you are plagiarizing material (presenting another person's information as if it were your own)

Example Summary

The following is a well-known fable by Aesop. After the fable, a typical summary of it is given.

The Lion and the Mouse

A lion was sleeping in his den one day, when a mischievous mouse for no reason at all ran across the outstretched paw and up the royal nose of the king of beasts, awakening from his nap. The mighty beast clapped his paw upon the nose thoroughly frightened little creature and would have made an end of him.

"Please," squealed the mouse, "Don't kill me. Forgive me this time, O King, and I shall never forget it. A day may come, who knows, when I may do you a good turn to repay your kindness." The lion smiling at his little prisoner's fright and amused by the thought that so small a creature ever could be of assistance to the king of beasts, let him go.

Not long afterward the lion, while ranging the forest for his prey, was caught in the net which the hunters had set to catch him. He let out a roar that echoed through the forest. Even the mouse heard it, and recognizing the voice of his former preserver and friend, ran to the spot where he lay tangled in the net of ropes.

"Well, your majesty", said the mouse, "I know you did not believe me once when I said I would return a kindness, but here is my chance." And without further ado he set to work to nibble with his sharp little teeth at the ropes that bound the lion. Soon the lion was able to crawl out of the hunter's snare and be free. (254 words)

Now read the summary:

Once, a playful mouse ran across the paw and up the nose of a sleeping lion. The lion awoke, caught the mouse, and was about to kill him when the mouse begged forgiveness, saying he might one day return the kindness. Amused, the lion released him. Soon afterward, the lion was caught in a net set by hunters. The mouse heard the lion's roar, recognized his friend's voice, and came to help. His sharp teeth cut the ropes, setting the lion free. (82 words)

Note: The writer of a summary must be able to tell the difference between a main idea and a minor idea. In the above fable, the idea that the lion was caught in a net is essential to the story, and is therefore, a main idea. But it is not necessary or essential to know that when the lion was caught, or that he had been ranging the forest for his prey.

Here is a one sentence summary of the fable:

A mouse, whose life had once been spared by a lion, later returned the kindness by freeing the lion from a hunter's net

Activity 1

Read the following passage and answer the questions that follow.

There are many different reasons for reading. Sometimes we read for pleasure i.e., just to be entertained. Sometimes we read for information, or for direction or instruction. Often we read to find out about the people around us and the world we live in.

We read different kinds of material in different ways. We don't always read everything at the same speed. With certain kinds of material we need to read slowly and carefully, for example, when we are trying to understand difficult ideas in a text like science or economics books. We also read directions and instructions slowly and carefully. We usually read stories, magazines, newspapers, where the material is usually written in an easily understandable way, at a normal speed, neither too slow nor too fast. Whereas, when we read something we have read before, or we know about, we usually read very rapidly. A good reader suits his or her speed to what he or she reads.

Skimming and scanning are additional ways of helping us read more efficiently. They save time. When we want to get the overall idea or the gist of a text, we do not need to read every word in it. We can skim or look over the text quickly, often read the first paragraph, then the first and last sentences of the other paragraphs quickly. The final paragraph often summarizes the content. This kind of reading is called skimming. On the other hand, when we want to find specific information in a text, we scan the text searching for words or phrases that would give us the information we need. This is called scanning.

1. Choose the best answer from the alternatives a, b, c, d given after each question.

i) A good reader

a) reads novels and poetry.

b) reads before sleep.

c) reads different kinds of material with ease.

d) knows when to stop.

ii) You are preparing a dish from a cook book. You'd read the recipe

a) carefully. b) loudly.

c) for fun. d) with a friend

iii) To find out the time of your favorite programme from a television guide you'd

a) skim it. b) scan it.

c) see it. d) recite it.

iv) To get the gist of a text you'd

a) read it slowly. b) scan it.

c) skim it. d) discuss it.

v) You'd read a letter from a friend

a) by scanning. b) by skimming.

c) half-heartedly. d) normally.

2. Match a quotation from A with a reading purpose in B.

A	B
i) "I love this poem!"	i) For instruction.
ii) "Do you have the time table for the intercity train service?"	ii) For pleasure
iii) "Oh, dear! We should have put the eggs first!"	iii) For knowledge.
iv) "At the moment I'm reading a book about the Greek civilization."	iv) For information.

3. Write a summary of the above passage. Give the main ideas only.

Activity 2

Following is an extract from a story by Isaac Asimov, the great master of science- fiction writers. Read the passage and then answer the questions that follow.

'Tony is a robot. His actual designation on the company files is TN-3, but he will answer to Tony. He is not a mechanical monster, nor simply a calculating machine of the type that were developed during World War II, fifty years ago. He has an artificial brain nearly as complicated as our own. It is an immense telephone switchboard on an atomic scale, so that billions of possible "telephone connections" can be compressed into an instrument that will fit inside a skull.

'Such brains are manufactured for each model of robot specifically. Each contains a pre-calculated set of connections so that each robot knows the English language to start with and enough of anything else that may be necessary to perform his job.

'Until now, US Robots has confined its manufacturing activity to industrial models for use in places where human labour is impractical- in deep mines, for instance or in underwater work. But we want to invade the city and the home. To do so, we must get the ordinary man and woman to accept these robots without fear. You understand that there is nothing to fear.'

'He can't get angry with you, my dear. I told you that the switchboard connections of his brain were pre-determined. The most important connection of all is what we call "The First Law of Robotics" and it is merely this. "No robot can harm a human being, or, through inaction, allow a human being to come to harm. All robots are built so. No robot can be forced in any way to do harm to any human.'

1. **Choose the best answer from the alternatives given below.**

i) TN-3

a) is a monster
b) works in deep mines.
c) has a complicated brain.
d) is an industrial model

ii) The robot's brain works like

a) an old calculating machine.
b) a telephone.
c) a mechanical toy.
d) a switchboard with billions of connections

iii) No one should be afraid of a robot because

a) it works under water.
b) it is just a calculating machine.
c) it has a complicated brain.
d) it can't be forced to harm a human being.

Activity 3

Fill in each of the blanks in the following summary of the passage with a suitable word.

A robot knows a language and enough of anything else to(a) __________ his job. TN 3 is the actual (b) __________ given to (c) __________ by the company. Tony has an (d) __________ brain which is (e) __________ ours. The robot manufacturers are now trying to bring robots to cities and (f)__________. That's why they are trying hard to make people (g) __________ that there is no reason to (h)__________ a robot.

Activity 4

Read the following selection. On your paper, write down the key words. Then summarise the main ideas of the paragraph in a few sentences.

On farms and in small towns a hundred and fifty years ago, family members learned to depend on each other for recreation and fun. There were no radios, television sets, movie houses, sports stadiums, museums, so forth. Parents and children had to invent their own pleasures. In the evenings after the work was done, some members of the family read aloud to others. May be they played games, or sometimes the whole family sang together. Modern families do few things together as a group. Parents often go out together as a couple, apart from their children. Each child has his or her friends. Some families have more than one television set so that all the members do not even watch television together. Instead of families making their own fun together, individual members tend to go to recreational facilities for entertainment.

Activity 5

Read the following poem. Write a summary of the poem in 4 to 5 sentences.

Strange Dreams Come True

In years gone by
Men thought and dreamed
Of things that could not be-
Like the traveling
Up in the sky,
Or, deep down in the sea;
Or, watching things
That eyes can't see-
Too little- or too far-
Or hearing distant
Voice or sound,
No matter where you are.
But now we have
The radio,
And subs and cars and jets,
And phones and trains,
And microscopes
And television sets.
So many things
Have seemed absurd,
But in men's minds they grew-
The dreams which were
Impossible
Have in the end come true!

21 Describing Graphs and Charts

How to describe graphs and charts?

Do not copy information from the question paper, use your own words. Make sure that you describe the most important information and that your figures are accurate. Paraphrase the information in the question. Avoid repeating the same words and phrases and try to vary the sentence structures you use. Give an overview of the most important trends or patterns.

When describing trends of graphs and charts, it is best to use

- the **simple past** to talk about 'finished' time, e.g. in 1950, last year
- **the present perfect** to talk about 'unfinished' time, e.g. since 1950, ever, this year
- **a future tense** to talk about future time, e.g. in 2030, next year

We often use the following expression when talking about future or predicted data, because the simple future is a little too certain.

... are/is (un)likely
... are/is predicted to
... are/is expected to

For example: Between 1950 and 2030, the proportion of the world's population *is expected* to double.

OR we use a verb such as predict and a future tense

For example: It is predicted that the proportion of the world's population *will double* by 2030.

To emphasise a difference, you can use: many, much, far, and significantly

The amount of waste material being recycled in 2011 was *much* more than in 1985.

For small differences you can use: slightly or nearly as ... as

The percentage of garbage being recycled in 1970 was *slightly* higher than in 1960.

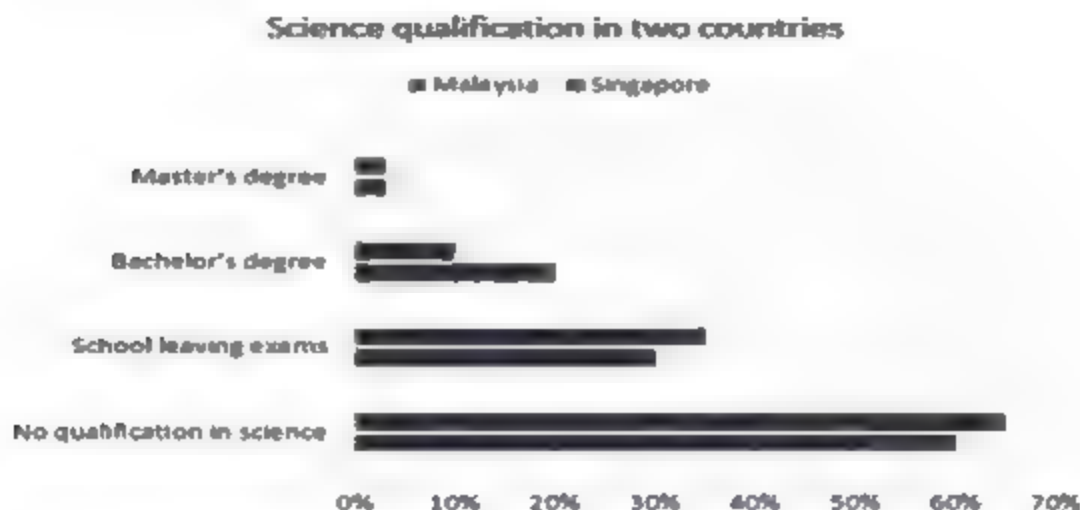
How to describe bar diagrams:

When you first see a bar chart, ask yourself the following questions

1) What do the numbers on the vertical/horizontal axis measures?
2) How is the information grouped on the other axis?
3) What do the different shades of the bars show?
4) When was the data collected?

The answers will give you the essential information for understanding it. Make sure you know which units are being used to measure quantities.

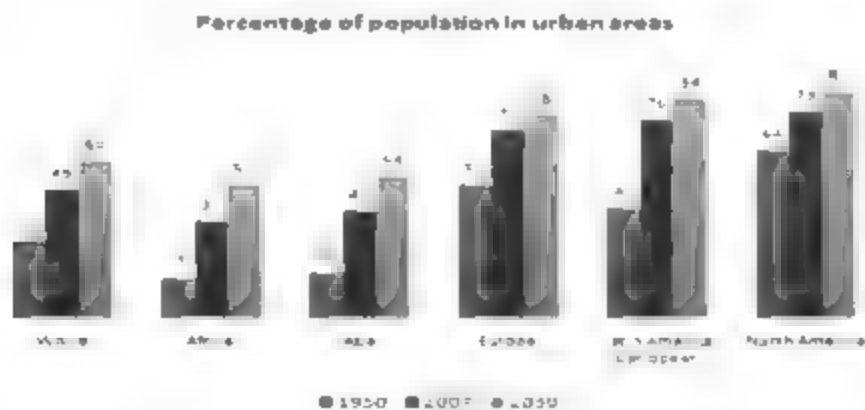
Example 1

The chart below gives information about science qualifications held by people in two countries. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

Model answer

The bar chart illustrates the percentage of people who has a science qualification in Singapore and Malaysia A prominent feature about both the countries is that a significantly low percentage of people have science qualifications at the Master's and Bachelor's level Less than 5% of people hold a qualification in science at Master's degree level in both Singapore and Malaysia.

There is a significant difference in the percentage of people with science qualifications at Bachelor level While this number is 20% in Singapore, it is a only 10% in Malaysia. The percentage of people doing science at school leaving exams is slightly higher in Malaysia than in Singapore. 35% of people in Malaysia have a science qualification at this level, whereas in Singapore it is 30% Finally, more than half of the people in both countries have no science qualification at all.

Activity 1

The bar chart below gives information about the percentage of the population living in urban areas in the world and in different continents. Read the following model answer and fill in the gaps to report the main features, and make comparisons.

Source UN, World Urbanization Prospects: The 2005 Revision (2006) and Carl Haub, 2007 World Population Data Sheet.

by contrast	in spite of	compares	smaller
highest	double	marked	shows

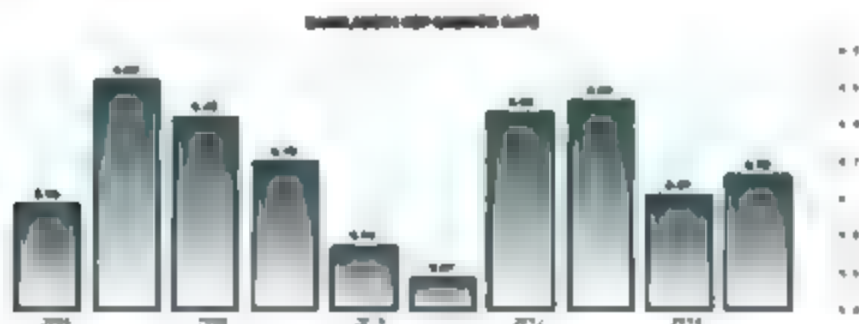
The bar chart ______________ the urbanization percentage of the world in 1950 and ______________ this with the percentage in 2007 and the projected percentage for 2030.

Between 1950 and 2030, the proportion of the world's population residing in cities is expected to ______________ growing from 29% to 60%. However, this rate is less ______________ in some continents than others.

For example, 64% of the population of North America was urban in 1950, increasing to 79% by 2007. ______________ just 15% of the African population was urban in 1950, but this rose to 37% by 2007. This represents one of the ______________ urbanization rates in the world, even though the percentage of Africans in urban areas is still ______________ than the world average.

It is also clear from the graph that, urbanization in Latin America is projected to be higher than Europe in 2030, ______________ being lower in 1950.

Activity 2

This is a graph on GDP growth in Bangladesh over a period of ten years. The first few sentences are written in the model answer but the description is not complete. Complete the description in your own language.

This graph presents the GDP growth rate of Bangladesh from 2006 to 2015. The data presented in the graph shows that there has been ups and downs in the GDP growth rate. In 2006, it was 5.95, but it rose to the highest ever growth in 2007 which was 6.63, but

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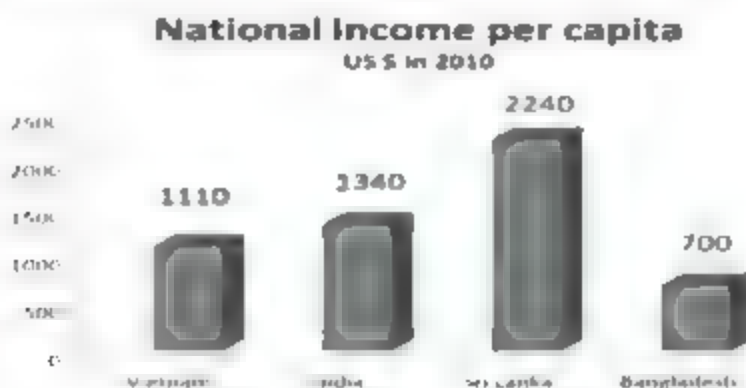
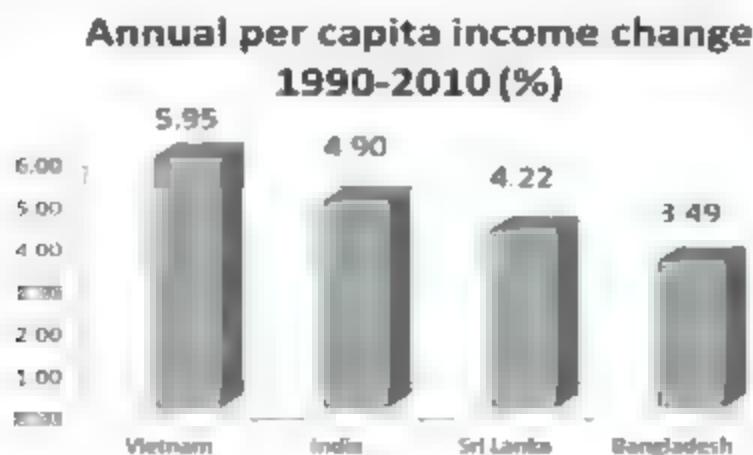
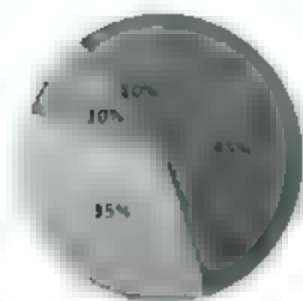
Activity 3 **Now describe the following graphs in 150 words.**

Activity 4 **Describe the following graph in 150 words.**

Example 2

The diagrams below give information on transport and car use in Edmonton. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. **Write at least 150 words.**

Tips for comparing information in graphs or charts

When you describe two figures, ask yourself the following.

1) What do both figures relate to?
2) What kind of relationship is evident? (a similarity, a difference, a cause and effect relationship or some other type of relationship)
3) Which aspects of each figure should be highlighted?
4) Should I describe the figures in separate paragraphs, or should I compare different aspects of the figures within a series of paragraph?

Commute to work	55%
Shopping	15%
Leisure activities	15%
Taking children to school	40%
Business	45%

People's reasons for using the car in city

Model answer

The table shows the reason why people in Edmonton use their cars in the city and the pie chart explains what type of transport people prefer to use most of the time.

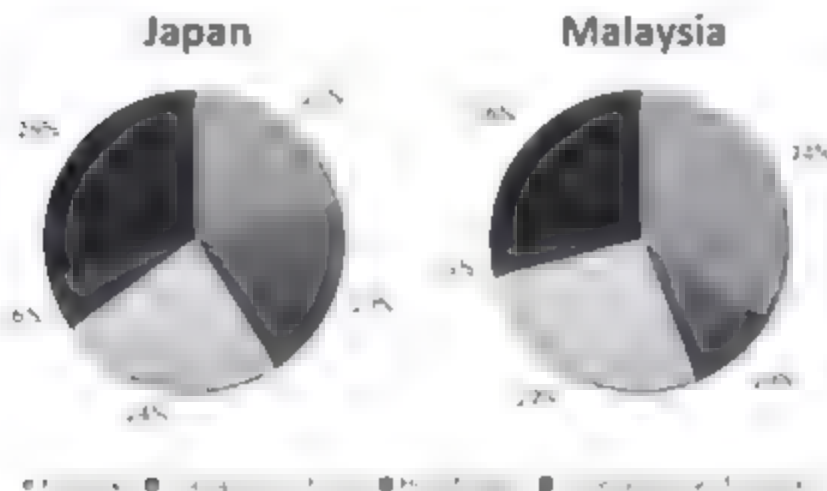
Looking at the pie chart first, it is clear that the car is the most popular means of transport in this city 45% of the people say that they prefer to commute by car. The second most popular form of transport is the LRT, while buses and taxis are the main means of transport for the rest of the people

The table gives more detailed information about why people use their cars. Surprisingly, 55% of the people need to commute to work by car. Cars are also used a lot for taking children to school or business purposes. Only 15% of drivers are doing their shopping and, similarly, 15% need to travel by car for leisure.

Overall, people in Edmonton make good use of alternative methods of transport but there is a heavy dependence on cars for work

Note: There are sometimes two or three pie charts that you must compare. The pie charts may represent different years and show trends over time. You need to describe the changes and similarities / differences between the pie charts.

Activity 5

The pie charts below show the average household expenditures in Japan and Malaysia in the year 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Read the textual description. Complete the text by filling the gaps with a word from the box below.

main	But	than	higher
smallest	in contrast	compared with	lower
higher	overall	indicates	while

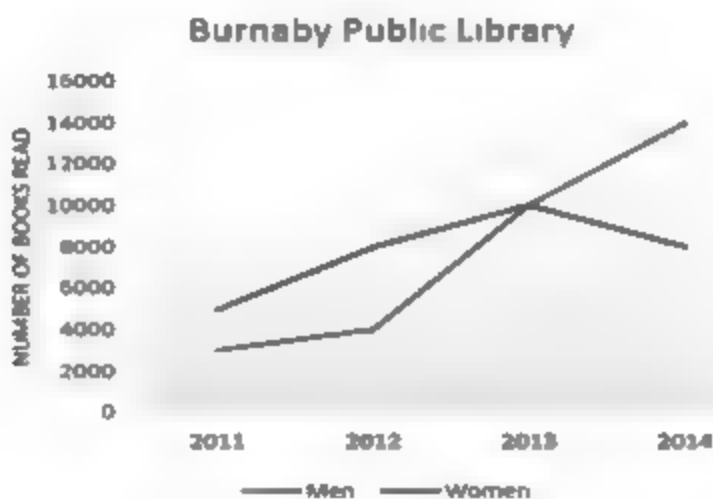
The pie charts show the proportion of money spent on various household expenses in Malaysia and Japan in 2010.

We can see that in Malaysia the greatest proportion of expenditure (34%) was on housing, …… in Japan housing accounted for just 21% of the total. ……, in Japan the greatest single expense was other goods and services at 29%, …… 26% in Malaysia. Food came in second place in Japan, at 24%, while in

Malaysia the actual proportion was . . . . (27%). In Japan another major expense was transport, at 20%, but this was much . . In Malaysia (10%) In both countries the ... .. percentage of expenditure was on health care.

, the data . . . . that in both cases food, housing and other goods and services were the expenses, that in Japan, transport and other goods and services took up a .... proportion of total expenditure .. .. in Malaysia

Example 3

The graph below shows the number of books read by men and women at Burnaby Public Library from 2011 to 2014. Describe the graph in your own language.

Model answer

The graph gives information about the number of books people read in Burnaby Public Library between 2011 and 2014

As can be seen from the graph, there were different trends for men and women The number of books read by men increased steadily between 2011 and 2012, from about 3000 to 4000. After that, the number rose dramatically to 14000 in 2014. This was the highest figure in the given period

Women started off reading more books than men, but their numbers followed a different pattern. Between 2011 and 2012, there was an increase from 3000 to 3500 in 2012, and 8000 in 2015. Then there was a gradual rise to 10000 books in 2013. However, in 2014, the numbers fell back to 8000 again.

Overall, there was a strong upward trend in the number of books read by men. Although women read more books than men from 2011 to 2013, their reading fell to below the level of men in 2014.

Activity 6

The line graph below shows the changes in the share price of Outokumpu companies in euros between January 2006 and December 2010. Describe the graph by filling the gaps in the model answer.

Model answer

The graph shows the ________________ changes in the share price of Outokumpu in a five-year period from ________________ through ________________.

At the beginning of this period the share price was at EUR 13 per share. There were several ________________ until late 2006 when there was a sudden ________________ from EUR 21 to EUR 31. This higher price did not last long,

however, and it ______________ before rising strongly again in 2008. From mid 2008 there was a ______________ downward trend through the ______________ the year. This time it fell to the ______________ point in this period at just over EUR 7 per share. After that the share price ______________ and, despite some fluctuations, continued to ______________ until it reached a peak of EUR 17 in early 2010. Until late 2010 the ______________ was downward again, ending the year at just over EUR 12.

Outokumpu made significant ______________ and ______________ during this period but overall lost around EUR 1 per share.

Activity 7

The chart below shows maternal mortality rate of three different countries. Summarise the chart by comparing information. Write at least 150 words.

Example 4

The table below shows the results of a survey that asked 6800 Scottish adults (aged 16 years and over) whether they had taken part in different cultural activities in the past 12 months. Describe the chart by reporting the main features. Make comparisons where relevant.

Participation in cultural activities, by age

	16-24	*25-44*	*45-74*	*All aged 16 and over*
	%	**%**	**%**	**%**
Any performance*	**35**	**22**	**17**	**22**
Undertaking any crafts	**11**	**17**	**22**	**19**
Cultural purchases	**11**	**17**	**18**	**16**
Any visual arts	**30**	**16**	**11**	**15**
Any writing	**17**	**6**	**5**	**7**
Computer based	**10**	**9**	**5**	**6**

* Dancing, singing, playing musical instruments and acting

Model answer

The table shows details of participation in a variety of cultural activities over a year, according to the age of the participants.

Overall, any performance, which includes dancing, singing, playing musical instruments and acting, had the highest level of participation, with 22% of respondents participating in the previous 12 months. By contrast, computer based activities had the lowest level of participation (6 percent).

People aged between 45 and 74 years old were most likely to undertake any activity to do with crafts (22 percent), while performances were more likely to be participated in by those aged 16 to 24 (35 percent). The differences between age groups were particularly marked in the case of visual arts and writing categories, where participation rates were around three times higher for younger people than for the older ones. It is clear from the evidence that age plays a significant role in the popularity of the cultural activities listed.

2025

Activity 8

The table shows the worldwide market share of the mobile phone market for manufactures in the years 2005 and 2006 Fill in the gaps in the sample answer to summarise the information and make comparisons where relevant.

Worldwide Mobile phone Sales in 2005 & 2006 (% share of market)

[illegible]	[illegible]	[illegible]
[illegible]	32 5	35
[illegible]	17 7	21 1
[illegible]	12 7	11 8
[illegible]	6 3	7 4
[illegible]	6 7	6 3
[illegible]	4 9	2 4
[illegible]	19 2	16 2
[illegible]	100 0	100 0

Sample Answer

The given data shows the ________________ market share worldwide for the year 2005 and 2006 As is observed from the given data, Nokia has the highest market share of cell phone worldwide both in 2005 & 2006

As is presented, ________________ had the largest market share (one third of total) in 2005 and their market share increased by ________________ in the next year ________________ had the second largest market share comprising over ________________ in 2005 and their market share ________________ as well in the next year by almost 4%. Samsung had been able to maintain the ________________ for their worldwide mobile phone market share Their share ________________ to 11 8% in 2005 compared to 12 7% market share in the previous year On the other hand, Sony Ericsson and L.G both had more than 6% market share in 2005 In 2006, though Sony Ericsson's market share ________________ by 1%, L.G's market share ________________ BenQ Mobile had the ________________ market share in the cell phone manufacturing worldwide.

Answer key :

Unit :2/ Pronouns and Possessives

Activity :2

1.you	2. my	3. Her	4. Yours
5 My	6 His	7 Yours	8 Their
9. Our	10 Our	11. Their	12. Theirs
13. mine			

Unit : 6 Kinds of Verbs

6/4 ing form of verb : Participle

Activity : 1

a running	b going	c flying	d working
e. shining	f. loving	g. change	

Activity : 2

a sleeping	b barking	c. passing	d. walking
e. walking	f. increasing	g . burning	

Unit : 21

Activity : 2

Answer Key

This graph presents the GDP growth rate of Bangladesh from 2006 to 2015. The data presented in the graph shows that there has been ups and downs in the GDP growth rate. In 2006, it was 5.95, but it rose to the highest ever growth in 2007 which was 6 63, but there was a gradual decline to 2012, the rates were 6 43, 6 19, 5 75 and 5 57, the lowest ever, respectively in 2008, 2009, 2011, and 2012 In the next two years, there was a significant development It rose up to 6.46 and 6.52 respectively in 2013 and 2014 Again there was a fall in 2014 and 2015, and the rates were 6.01 and 6 12 respectively Thus growth rate has been fluctuating in the last 10 years

Activity : 6

Answer key

The graph shows the changes and a decline overall in the share price of Outokumpu in a five-year period from January 2006 through December 2010.

At the beginning of this period the share price was at EUR 13 per share. There were several fluctuations until late 2006 when there was a sudden increase from EUR 21 to EUR 31. This higher price did not last long, however, and it fell before rising strongly again in 2008. From mid-2008 there was a sharp downward trend through the end of the year when it fell to the lowest point in this period at just over EUR 7 per share. After that the share price recovered and, despite some fluctuations, continued to rise until it reached a peak of EUR 17 in early 2010. Until late 2010 the trend was downward again, ending the year at just over EUR 12.

The company made significant gains and losses during this period but overall lost around EUR 1 per share.

Activity : 8

Answer key

The given data shows the mobile phone manufacturers' market share worldwide for the year 2005 and 2006. As is observed from he given data, Nokia has the highest market share of cell phone worldwide in both the years.

As is presented, Nokia had the largest market share (one third of total) in 2005 and their market share increased by 2.5% in the next year. Motorola had the second largest market share comprising over 17% in 2005 and their market share increase as well in the next year by almost 4%. Samsung had been able to maintain the third position for their worldwide mobile phone market share, their share decreased to 11.8% in 2005 compared to 12.7% market share in the previous year. On the other hand, Sony Ericsson and L.G both had more than 6% market share in 2005. In 2006, though Sony Ericsson's market share increased by 1%, L.G's market share decreased. BenQ Mobile had the lowest market share in the cell phone manufacturing worldwide.

Sample Question
SSC Examination
English-Paper Two
Total Marks:100
Time: 3 hours

[Answer all the questions Figures in the margin indicate full marks]

Part A: Grammar

1. Fill in the blanks with the words from the box. You may need to change the forms of some of the words. You may need to use one word more than once. **½ x 10 = 5**

consume	die	for	an	of	on	the	by

Obesity is a medical condition caused (a) __________ excess body fat The increase of body fat has an effect (b) __________ human health Obesity increases (c) __________ likelihood of various diseases, particularly heart disease, diabetes, certain types of cancer etc Obesity most commonly occurs due to a combination (d) __________ excessive dietary calories, lack of physical activity, and genetic factors. The primary treatment (e) __________ obesity is dieting and physical exercise To supplement this anti-obesity drugs may be taken to reduce appetite or reduce fat (f) __________. In severe cases, surgery is performed to reduce stomach volume or bowel length Obesity is a leading preventable cause of (g) __________ worldwide Authorities view it as one of the most serious public health problems of (h) __________ 21st century Obesity is considered as (i) __________ illness in much of the modern world though it was once widely perceived as (j) __________ symbol of wealth and fertility.

2. Fill in the blanks with suitable words. **½ x 10 = 5**

The development of a nation is not (a) __________ easy task. It depends (b) __________ the willingness and sacrificing attitude of the valiant sons and daughters of (c) __________ soil. They don't work for any appreciation or reward (d) __________ themselves. Their vision is to (e) __________ the world a better place to live (f) __________ They are always proud (g) __________

undertaking selfless ventures. Their mission is to serve (h) ________ greater interest of humanity. They spend their lives for the welfare of people, the society and the country as (i) ________ whole. People (j) ________ such vision and mission help uphold the dignity of a nation.

3. Make five sentences using parts of sentences from each column of the table below. 1x5 = 5

Hence, to every nation its flag	need	to have patriotic feelings
For that we	has	dearer than any other thing.
Every independent country of the world	is	its own flag
We		the symbol of independence and sovereignty of a nation.
The National flag		to safeguard its prestige.

4. Complete the following text with right forms of the verbs given in the box. ½ x 10 = 5

rain	be	see	start	scatter	curse	get	blow	look	go

It was the month of Baisakh. The sky (a) ________ overcast with cloud. Cold wind had started (b) ________ from the west. Looking upward, I could only see the thick clouds (c) ________ here and there. The earth was dry and thirsty as it (d) not ________ for a long time. I had no watch with me and it was not possible to know the time by (e) ________ at the sun. After 20 minutes it (f) ________ to rain heavily. The rain continued ceaselessly for a couple of hours. When the rain had stopped, a rickshaw puller was (g) ________ waiting for passengers. He was wearing a bamboo hat to save his head from rain water. It became dark once again and the rickshaw puller (h) ________ back to his hut with a broken heart. He cursed the weather and also kept (i) ________ his fate. If it had not rained that afternoon, he (j) ________ some passengers.

5. Change the narrative style of the following text. **5**

I saw a young boy standing before me with utmost politeness. He said," Uncle, my parents are calling you " I came out of my house and saw an elderly man and a woman. The woman said, "Bhaiya don't you recognize me? I am Salma. We looked for you everywhere but didn't find you." "What a surprise!" I said with admiration.

6. Change the sentences according to directions. **1x10 = 10**

a) In the field of education Sir Salimullah's contribution was greater than any other educationists. (Use positive degree of adjective)

b) Institutions associated with his name still receive donations. (Make complex sentence)

c) He played a vital role in establishing the University of Dhaka (Make Exclamatory sentence)

d) The orphanage established by him is still providing shelter and education to the poor and the orphans. (Make interrogative sentence.)

e) These institutions always remind us of the open handed charity of this great man. (Use passive voice.)

f) It was he who had founded the All India Muslim league (Make simple sentence.)

g) He did not live long. ((Make affirmative sentence without changing the original meaning)

h) At the age of 48 he died. (Make compound sentence)

i) He has attained one of the most honorable positions in the society (Use comparative degree.)

j) With love and gratitude he will be remembered by every Bangladeshi (Use active voice)

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7. Complete the following sentences. **1x5 = 5**

a) ---------------------- if he had asked me.

b) Students go to schools not only to gain ----------------------------------

c) Walking which is a ---------------------------------

d) Finishing her work ---------------------------

e) ---------------------------- she went out without an umbrella.

8. Complete the text adding suffixes, prefixes or the both with the root words given in the parenthesis. **½ x10 =5**

Mr Habib was driving to his office in the morning He had started late as usual His car stopped at a traffic signal As the lights became green, the car in the front was not moving The driver got down from the car and was asking for (a) (assist) Mr Habib became so (b) (anger) He had become very (c) (popular) in the office for being late every day He was (d) (certain) going to be late again He could see the face of his boss in his (e) (imagine) An important (f) . . .. (agree) would be signed in his office and he had to reach a bit early. He would (g) .. .. (probable) lose his job for that irresponsible act. His boss won t be (h) . .. . (different) to his irresponsible acts any more Mr. Habib got nervous thinking of his fate. So many people have become (i) . .. . (employ) in last few weeks! His hands were trembling as he started driving fast. But he should think about his safety and drive more (j) . ... (care).

9. Make tag questions of these statements **1x5 = 5**

(a) My father scolded me. I was upset Later I told him, "You don't like me, ______________?"

(b) My friend, Raja, was very down. I told him, " Let's play badminton, ______________?"

(c) Whenever I go to Cox's Bazar, I think that the Bay of Bengal is beautiful, ______________?

(d) There was heavy traffic in the city in the morning. I entered the class hurriedly and told, "I'm not late, ______________?"

(e) Sudipa is very introvert. She never passes any comment about others, ______________?

10. Complete the passage using suitable connectors. **1x5 = 5**

Many schools have a uniform. Students sometimes do not like the idea of wearing uniforms, (a) ______________, there are arguments for and against. One argument for school uniform is that you don't have to waste time in the morning thinking what to put on. (b) ______________, if pupils were allowed to wear clothes according to their own choice, they would tend to wear expensive clothes. (c) ______________, some clothes may not be suitable for schools. (d) ______________, a person's choice of clothes reflects his/her personality and taste. (e) ______________, wearing a school dress does not allow a person to express his/her individuality in this way.

11. Use capitals and punctuation marks where necessary in the following text. **5**

who are happy those who have fit bodies are the happiest ones if we are physically sound we will be mentally sound too we need to take care of our health as well as be positive in thinking how lucky they are who are both ways fit.

Part B: Composition

12. Suppose you are Rubina/Raihan and you have passed SSC. You have seen a vacancy advertisement for the position of an assistant mobile operator in a mobile company. Now write a CV with a cover letter for the post. 8

13. Suppose you are Salma/Salman, an SSC candidate of Purbari High School, Manikgonj. You and your classmates need some extra lessons on English composition. Now write an application to your Head teacher on behalf of your class requesting some extra lessons after your regular classes. 10

14. Suppose, once on a rainy day you got drenched in rain water. Write a paragraph in 250 words on "A Rainy Day You Remember". 10

15. From your childhood you have a desire to be a cook in a famous restaurant. Write a composition on "Your Dream Job" narrating why you have decided to be a cook and how you will prepare yourself to get this job. 12

Answers

1. Fill in the blanks with the words from the box.

(a) by (b) on (c) the (d) of (e) for (f) consumption (g) death (h) the (i) an (j) the

2. Fill in the blanks with suitable words.

(a) an (b) on (c) the (d) for (e) make (f) in (g) of (h) the (i) a (j) with

3. Make sentences using parts of sentences given in the table.

i. The national flag is the symbol of independence and sovereignty.
ii. Every independent country of the world has its own flag.
iii. Hence to every nation its flag is dearer than any other thing.

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iv. We need to safeguard its prestige.

v. For that we need to have patriotic feelings.

4. Gap filling with right forms of verbs

(a) was (b) blowing (c) scattered (d) had not rained (e) looking (f) started (g) seen (h) went (i) cursing (j) would have got

5. Changing narrative style

I saw a young boy standing before me with utmost politeness. Addressing me as uncle he said that his parents were calling me. I came out of my house and saw an elderly man and a woman. Addressing me as bhaiya the woman asked if I didn't recognize him. She added that she was Salma (or, She introduced herself as Salma) and said that they had looked for me everywhere but had not found me. I exclaimed in wonder that it was a great surprise.

6. Changing sentences

a) In the field of education no other contribution of the educationists was so great as that of Sir Salimullah.
b) Institutions which are associated with his name still receive donations.
c) What a vital role he played in establishing the University of Dhaka!
d) Isn't the orphanage established by him still providing shelter and education to the poor and the orphans?
e) The open handed charity of this great man will always be remembered.
f) He founded the All India Muslim League.
g) He lived a short life.
h) He died and he was 48 then.
i) Very few have attained as honourable position in the society as he.
j) Every Bangladeshi will remember him with love and gratitude.

7. Completing sentences

a) I could have told him if he had asked me

b) Students go to schools not only to gain knowledge but also to develop manners

c) Walking which is a good exercise can keep everyone fit.

d) Finishing her work she went to bed

e) Although it was raining, she went out without an umbrella

8. Adding suffix, prefix or both

(a) assistance (b) angry (c) unpopular (d) certainly (e) imagination (f) agreement (g) probably (h) indifferent (i) unemployed (j) carefully

9. Tag questions

(a) My father scolded me I was upset. Later I told him, "You don't like me do you ?"

(b) My friend, Raja was very down I told him, "Let,s play badminton, shall we?"

(c) Whenever I go to Cox's Bazar, I think that the Bay of Bengal is beautiful, is,nt it ?

(d) There was heavy traffic in the city in the morning. I entered the class hurriedly and told, "I'm not late, am I ?"

(e) Sudipa is very introvert. She never passes any comment about others, does she?

10. Complete the passage by using connectors

(a) but (b) Besides (c) Moreover (d) On the other hand (e) Therefore

11. Punctuation

Who are happy? Those who have fit bodies are the happiest ones. If we are physically sound, we will be mentally sound too We need to take care of our health as well as be positive in thinking. How lucky they are who are both ways fit!

Guidelines for question setters and markers for English

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry ½ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ item, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, synthesizing, and evaluating). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions a bit round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. Whole sentence from the question paper is not required.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question Answer and True/False. Depending on difficulty level and text length, information transfer and True/False questions can be set from the same text or from two different texts. Two different texts are preferred to a single text.

Please note the following points while setting MCQ test items

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.

- Avoid redundant words and phrases in the stem. Extraneous details make a question more complex and less reliable.
- Include any language in the stem that you would have to repeat in each answer option.
- Options should be similar in length and structure
- The number of answer options should not be more than four
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that is familiar to students
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the validity of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like *all, always* and *never* or vague words or phrases like *usually, typically* and *may be* in the answers.
- Avoid using *All of the above* or *None of the above* as an answer choice

In designing MCQs the following guideline has to be followed.

MCQ for grades 9-10

Altogether 7 MCQs will be set. Each MCQ will have 1 mark for a correct answer. There will be 2 MCQs on vocabulary test (guessing meaning from the context and inferencing) and 5 MCQs on answering questions (skimming, reading for main ideas and supporting details, reading to infer meaning). Thus the marks distribution will be

Vocabulary 1X2 = 2

Questions 1X5 = 5

Total = 7

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible
- Write clearly true or clearly false statements.
- Try to avoid such words as *all, always, never, only, nothing* and *alone*
- The use of words like *more, less, important, unimportant, large, small, recent, old, tall, great* and so on, can easily lead to ambiguity
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i, ii, iii, iv ... and the texts in column B can be a, b, c, d ... Students only need to match the numbering in the two columns. e.g. i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps, and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items

- Prepare a scoring key that contains all acceptable answers for each item
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."

- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units (e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. Make sure there is no overlapping or repetitions in the question you have set. Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is 1X5=5 or 0.5X10=5 (depending on the level of difficulty).

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential

arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the changed sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Rearranging measures students' ability to organize some detached sentences into a coherent and cohesive text. For SSC, Ss will rearrange eight parts of story passage (See the sample question for SSC.) Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b, d, a, f or v, iii, vi, i ... etc), they will get full credit. **Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper.** However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this

a. X b. √ c. √ d. X e. √ f. √ g. X h. X i. √ j. X the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So do not mention in the question paper own many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure while answering questions your students will be guided to write a well structured paragraph. In other words, if the students answer the questions properly, there will be a paragraph of a befitting topic sentence followed by arguments ideas to support the topic sentence and a conclusion to summarise what has been told in the topic sentence and the body. There cannot be any new ideas in the conclusion. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The word limit for classes 6-7 is 150 words, for class 8 it is 170 words, and for 9-10 it is 200 words at least 10% plus minus can be accepted. Keep an eye on the content rather than the mechanical calculation of sentences. **Assess the paragraph from different aspects such as grammar, ideas, organisation of ideas, communication, punctuation, and spelling**. Do not assess the paragraph from the perspective of grammar accuracy only. Regarding the composition writing in Paper 2 (which is structurally an essay) the word limit will be 250 for classes 6-7, 300 for class 8, and 350 for 9-10.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc., do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here. Word limit here will be similar to paragraph writing.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following ..."
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast ..."
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom. This type of test format often compromises with validity and reliability of the test.
- Here you are setting recalling questions, design the question in a way so that examinees do not have opportunity to pick answers by matching the vocabulary in the question and answer

Question setters have to go by the following guideline in setting questions.

Grade 9-10

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 1 question to recall answer, 3 questions to check students' understanding, 1 question for analysing information or evaluating something.

A list of action verbs according to Bloom's Taxonomy for lower order and higher order thinking questions are supplied here to be used while designing the test items.

Remembering/recalling: describe, define, list, locate, tell

Understanding: describe, classify, discuss, explain, identify, select, translate, predict

Analysing: solve, use, interpret, sketch, illustrate, classify, differentiate, organise, relate, identify, categorise, compare, contrast, construct, distinguish, explain,

Evaluating: argue, defend, judge, select, support, value, critique, assess, justify

Creating: construct, develop, investigate, design, imagine, justify

(for more information please visit: http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)

15. Dialogue writing

A dialogue in real situation is an exchange of information. This has to be reflected in the dialogue written by the test giver. A dialogue **cannot** be a mere combination of fragmented sentences or snappy phrases or collocations like *Hi/Hello/Yes/No/Very good/Thank you/Welcome/See you/Bye etc.* There must be some questions and answers in full sentences. A dialogue has to contain at least 5 questions and their answers or 10 exchange of statements including some questions in full sentences other than greetings.

16. Writing letters/e-mails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For e-mails, student must write the e-mail id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned in the question paper. Again the word limit is 150 words for classes 6-7, 170 words for class 8, and 200 for classes 9-10 with 10% plus minus.

17. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Do not ask students to produce any graph on the answer sheet. They will only describe it.

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THE END

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Dakhil Nine and Ten : English Grammar and Composition

Always speak the truth.